

**STATE OF MICHIGAN**

**CARL D. PERKINS  
CONSOLIDATED ANNUAL REPORT**

**PROGRAM YEAR  
July 1, 2005 – June 30, 2006**

**Michigan Department of Labor &  
Economic Growth**

**Office of Career and Technical Preparation  
(Secondary)**

**and**

**Office of Postsecondary Services  
Community College Services Unit  
(Postsecondary)**

## **Executive Summary**

This document contains the required annual report on the state-level activities conducted in Michigan through the benefit of federal funding from the Carl D. Perkins Vocational and Technical Education Act of 1998. In addition to the state-level activities, a report on the achievement of career and technical education students is addressed, according to the requirements within the Act.

### **I. State Administration (Section 121)**

#### **A. Sole State Agency and Governance Structure**

In Michigan, the State Administrative Board serves as the State Board for Vocational Education. The membership includes the Governor, the Superintendent of Public Instruction, the Attorney General, the Secretary of State, and the Director of Management and Budget. The Michigan Department of Labor & Economic Growth (DLEG) is the eligible agency for administration of Carl D. Perkins funds in Michigan. The Bureau Director of Career Education Programs is responsible for the Office of Career and Technical Preparation, the Office of Postsecondary Services, the Office of Adult Education, and the administration of the Michigan Technical Education Centers (M-TECs). The Director of the Office of Career and Technical Preparation (OCTP) serves as Perkins State Director and provides oversight and coordination of all Perkins activities. The office also implements and monitors the Perkins grants and provides technical assistance to secondary career and technical education programs. The Community College Services Unit (CCSU) in the Office of Postsecondary Services distributes Perkins grants to the community colleges within the state. These two offices work cooperatively to deliver services and state leadership activities to secondary and postsecondary educators. The Office of Financial Services, DLEG, prepares and submits the interim and final Financial Status Reports. See Attachments A-1 and A-2 for organizational charts of key agencies and a summary of each agency's role and responsibilities.

#### **B. Organization of Vocational and Technical Education Programs**

The Michigan secondary system includes 25 regional planning areas. Career and technical education (CTE) programs are provided through local school districts (rural, urban, charter/magnet), intermediate school districts (ISDs), and area career and technical education centers. The secondary system is further divided into 53 Career Education Planning Districts (CEPDs), which in many cases parallel the ISD boundaries. Although the intended purpose of CEPDs is to facilitate regional planning, they play a significant role in the collaborative delivery of career and technical programs and services at the secondary level. The secondary system also serves as a conduit for the delivery of some adult-level career and technical education programs and services for students less than 20 years old who have not completed high school.

The postsecondary institutions offer certificate programs and associate degree programs and courses, including customized training for updating occupational skills and competencies. The Michigan Technical Education Centers (MTECs) offer on demand customized training for employers.

In an effort to lead major career-related educational initiatives forward, the Department of Labor & Economic Growth continues to build strategic partnerships based on delivery systems that parallel the Workforce Investment Act's (WIA) Workforce Development Board (WDB) regions. To facilitate strategic planning, it is important that key education programs be similarly aligned geographically and organizationally with job training and workforce development activities. The Office of Career and Technical Preparation uses a single, unified plan and application process that includes both the Perkins basic grant and Tech Prep grant programs and follows the same regional planning structure used for WIA.

Secondary and postsecondary long-range plans for 2000-2004 and extended for 2007, as well as annual local applications for 2000-01 through 2006-07, are required to be developed in alignment with WDB planning. Working together strengthens collaboration, reduces competition, and increases the influence of educational agencies. To this end, each of the WDB regions has appointed an Education Advisory Group (EAG), which serves the purpose of coordinating educational programs and educational needs of the region. Each EAG continues to work with the Workforce Development Boards to implement strategic planning efforts.

Michigan has organized their state approved programs by six (6) Career Pathways which include all of the 16 National Career Clusters. The National Career Clusters, originally funded through the U.S. Department of Education, Office of Vocational and Adult Education, have been employed as the minimum state standards for CTE

programs in Michigan and all programs have been aligned to the appropriate cluster, as well as other national and/or state standards. Cluster Task Forces were convened to develop curriculum plans and resource guides for programs based on all of these standards. In 2005-06, three Task Forces were formed as a pilot project. In 2006-07, the remaining Task Forces will meet. The Task Forces' primary objectives are to produce sample curriculum with input from all stakeholders (including CTE teachers and state consultants from OCTP, administrators, counselors, academic teachers, state consultants from the Michigan Department of Education, employers, and Career and Technical Student Organization state directors). The resources will be web-based and include a crosswalk to state academic standards, Michigan Career and Employability Skills, and Michigan Technology Standards.

The three pilots used the research based seven-step lesson plan used in the Math-in-CTE study from the CTE National Research Center in Minnesota. The remaining CTE programs will use this format to demonstrate curriculum alignment and 'how' to teach academic content consistently within the cluster. Michigan also has a statewide career cluster advisory committee consisting of teachers, administrators, and other stakeholders to help guide this initiative. With input from this committee, and information gained from the National Career Cluster Conference, the Task Force project was moved from a five year to a two to provide resources more quickly in light of new minimum graduation requirements.

Michigan's CTE program approval process is conducted once a year for applicants who are either currently operating programs or who want to develop a state approved program before operating. This process requires all participants to provide the following information: staff (a state certificated vocational teacher must be providing instruction), professional development, additional program staff (paraprofessionals and/or aides), successful completer information (confirming local agency process for identifying that a local program completer aligns with the state definition), program advisory committee, expenditure of funds (within allowable categories), facilities, classroom safety, implementation of standards/course content, course instructional time, master building schedule, equipment, strategies to eliminate barriers (including nontraditional students), work based learning, leadership activity/CTSO affiliation, postsecondary-secondary alignment/linkages, unique program features, and technical assistance needs. After approval of the program, administrators must review this information annually and use it, as well as student performance data, for program improvement.

## **II. State Leadership (Section 124)**

### **A. Required Uses of Funds**

#### **Secondary**

##### An Assessment of the Vocational and Technical Education Programs That Are Funded

The Career and Technical Education Information System (CTEIS) is used to collect data on students in CTE programs and includes statewide, regional, and district-level performance outcomes. We are able to measure each special population group and assess their performance on each of the core performance indicators, as well as within specific career and technical education programs. This program-specific information enables OCTP to focus technical assistance efforts. In addition, local educational agencies maintain CTEIS data specific to their programs. This enables them to better analyze the data and provide better intervention for students, including those who are members of special populations groups, performing below the state standards. Data provided to the state by local agencies is aggregated at district, fiscal, CEPD, and state levels (including by special population categories) and reported back to the local agencies to aid assessment at the local level. During the 2005-06 year the CTEIS system was changed to a web-based data collection system. The development was completed in time to collect Fall 2006 data.

Another means of assessing funded programs is through our onsite monitoring of 20% of the regions in the state. Based on a five year cycle, visits are made every year to recipients of Perkins funds to ensure compliance with state and federal law in the areas of grant activity, submission of complete and accurate data, financial record keeping, and building level instructional program review. During the onsite monitoring and technical assistance process, Technical Review, Assistance and Compliance (TRAC), for 2005-06, five of the 25 Perkins regions were monitored for compliance with Perkins and state law and policy. Any non-compliance required corrective action as identified in a Compliance Plan submitted to and approved by OCTP. Prior to the visit, OCTP conducted a desk audit to determine "problem areas" for the targeted region, including review of such documents as Core Performance Indicator data, budget recaptures, single audit reports, previous end-of-year reports, and Michigan Department of Education information regarding districts with CTE programs that did not make adequate yearly progress under No Child Left Behind (NCLB). The desk audit also included a review of CTE Program Self-Review Reports and

improvement plans whereby each region reviews a minimum of 20% of their state approved CTE programs annually and submits an annual report and improvement plan of corrective measures. Technical assistance is provided onsite or in follow up communication to assist the regions in any weak or noncompliant areas identified by the state or the region staff.

#### Developing, Improving, or Expanding the Use of Technology in Vocational and Technical Education

Rapidly developing technologies are transforming America and the world and are among the high-paying, knowledge-based industries of the future. Lake Michigan College has created an Emerging Technologies Education and Training Center which houses a Class 100 Clean Room to use for training in some of the most critical cutting edge technologies, including nanotechnology and biotechnology. A small grant was given to the local intermediate school district to align the secondary and community college curriculum to enable high school graduates to enter the emerging technologies field with requisite skills. The curriculum, which was developed jointly by secondary and community college faculty, was infused into the secondary programs, enabling students to start earning college credit while still in high school. The college has developed a one-year certificate program, as well as an associate degree in applied science in nanotechnology and biotechnology, that aligns with the secondary programs in Engineering, Manufacturing, Industrial Technology and Health Sciences.

Statewide training and certification of teachers in career and technical education continues to expand to include the use of technology. Michigan state consultants have worked with the Michigan Department of Education, Office of Professional Preparation, to update teacher preparation standards in several of our areas, as well as assisted to revise certification requirements for vocational certification and work experience rules.

Michigan continued to monitor participating agencies for compliance with federal nondiscrimination legislation (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Boy Scouts of America Equal Access Act of 2001) to ensure opportunities for all students. During 2005-2006, 35 agencies were reviewed, including community colleges and correctional institution programs.

In response to findings from the U. S. Department of Education regarding the absent postsecondary Tech Prep data, the Office of Career and Technical Preparation arranged a technical assistance workshop. This workshop included secondary, as well as postsecondary participants, who had the opportunity to learn about successful Tech Prep models currently being implemented in the state. Each regional team was charged with developing an action plan to address the needs for data regarding Tech Prep students. The workshop was well attended by regional teams from around the state and received positive evaluations. All regions successfully completed the required plans and are in the process of implementing those plans.

#### Professional Development Programs, Including Providing Comprehensive Professional Development (Including Initial Teacher Preparation) for Vocational and Technical, Academic, Guidance, and Administrative Personnel

Six teacher education grants were awarded to public universities that prepare and recommend high quality pre-service students for vocational certification. Michigan requires that all CTE programs be taught by teachers with appropriate teaching certificates to receive funding. At least one of the approved CTE teacher education institutions receives a Perkins grant to conduct a conference/workshop relating to curriculum updating, teacher certification requirements, teacher recruitment, and other CTE related issues. These institutions also provide support to practicing teachers through inservices, conferences, and other training opportunities in cooperation with state staff.

Throughout the year, state staff collaborates with CTE professional organizations to provide comprehensive professional development at their statewide conferences, through website resources, summer institutes, and program specific curriculum development events. Through a state leadership grant, the Michigan Center for Career and Technical Education (MCCTE) provides ongoing implementation of statewide professional development and customized instructional development packages, data/research services, and houses curriculum resource materials for teachers and administrators to borrow or purchase. Many of these resources are available statewide through the MCCTE website.

OCTP continues to work closely with the Michigan Career Placement Association (MCPA) to coordinate statewide work-based learning sessions for the 2005-2006 school year. Support is provided through attendance at Executive Board meetings and providing technical assistance and resources to this association specifically related to work-based learning for students in state-approved career and technical education programs.

The “Administrative Guide for Career and Technical Education in Michigan” for career and technical education administrators includes resources and information targeted for use by those filling this role. This guide includes an explanation of the appropriate use of secondary Perkins funds, includes a variety of resources, and gives detailed requirements for approved career and technical education programs. The document is available to all customers through our website: [www.michigan.gov/octp](http://www.michigan.gov/octp), and is continuously updated to reflect current initiatives, policies, and procedures.

The Michigan Comprehensive Guidance and Counseling Program (MCGCP) has been revised to incorporate the National Standards for School Counseling Programs (1997) developed by the American School Counselor Association (ASCA). The MCGCP aligns with the ASCA National Model, “A Framework for School Counseling Programs 2003.” The national standards have replaced the former benchmarks and competencies of the Michigan program. The revision places an emphasis on the development of a three-prong accountability system involving the collection of data to measure program results, effectiveness of guidance and counseling personnel, and program impact on student learning. Today’s educational programs are expected to be data driven. Federal and state legislation requires that school programs demonstrate their impact on student learning. The revised 2005 “Michigan Comprehensive Guidance and Counseling Program” is downloadable at: [www.michigan.gov/mdcd](http://www.michigan.gov/mdcd).

The Office of Career and Technical Preparation held five counselor workshops around the state to update counselors on the available apprenticeship opportunities, Project Lead the Way, ACRN Brochures, Michigan Comprehensive Guidance and Counseling Program Books available on OCTP website, and the new counselor listserve.

The Michigan Conference on Career Education continues to provide a statewide forum for educators, administrators, counselors and business partners. The 2006 conference theme, “All Education is Career Education”, emphasized the shared goal of educators and other stakeholders to help all students acquire necessary academic skills, while helping them to understand how and why these skills are relevant to success in their future careers.

Professional development is a continuous effort involving all staff in the Office of Career and Technical Preparation. On an annual basis, professional development is provided to new CTE administrators, new CTE teachers, teachers of specific career pathways, CTE administrators, Tech Prep coordinators, data staff, grant administrators, counselors, and special populations coordinators. We also promote professional development through Career and Technical Student Organizations and professional associations affiliated with each Career Pathway.

The Michigan School-to-Registered Apprenticeship (STRA) programs provide formal, long-term education and training commitments. STRA programs are federally recognized with business occupational registered standards and signed Apprenticeship Agreements that outline education and training activities, timelines, and wages. The STRA initiative was formed to assist in addressing specific program barriers with the goal of increasing STRA programs throughout the state. During 2004-06, a team of representatives met to update the STRA materials and guidelines. The updated materials will be posted on the OCTP website in January 2007.

#### Support for Vocational and Technical Education Programs That Improve the Academic and Vocational Technical Skills of Students Through the Integration of Academics with Vocational and Technical Education

Technical assistance and training for the use of the National Career Cluster standards is being provided to administrators and educators. Teachers and administrators are required to use career cluster standards in order to assess strengths and weaknesses in the local curriculum and develop plans to bring the program of study into alignment. This will ensure quality programs for students with a national standards focus. State curriculum consultants have continued to provide technical assistance to state-approved programs to align curriculum and assist in the career cluster adoption at the local program level. Michigan has also been a leader in the national cluster initiative through the development of the Education and Training Career Clusters. As the lead state for this cluster, OCTP staff focused on a product that harnessed the existing resources available nationally by attracting a diverse advisory committee from 19 states in multiple careers with an education focus.

Current CTE state/national curriculum has also been crosswalked to the academic standards of the Michigan Curriculum Framework. The curriculum framework is the state guideline for standards in math, science, reading/language arts, and social studies. The Michigan Education Assessment Program (MEAP) tests are based on these standards. New CTE program applications are now required to produce curriculum crosswalks to these academic content standards prior to program approval. This ensures a rigorous academic content in new CTE programs. Recent changes in the academic content expectations and high school tests will have an impact on CTE programs and review crosswalks must be completed over the next year.

Michigan has also worked closely with the National Center for Career and Technical Education Math in CTE project for our Allied Health program.

Michigan career and technical education students have expanded their learning while still in high school due to the opportunity for dual enrollment in postsecondary institutions in academic, as well as occupational, programming. Michigan has provided guidance in assisting secondary and postsecondary partners to refine and develop articulated programs for students to have a seamless transition, as well as help with utilizing resources and having programs available to more students. About one-half of the secondary CTE programs in Michigan have articulated agreements with the community colleges.

### Supporting Partnerships to Enable Students to Achieve State Academic Standards and Vocational and Technical Skills

To ensure Michigan's students have the skills and knowledge needed for the jobs of the 21st Century global economy, on April 20, 2006, Governor Jennifer M. Granholm signed into law a rigorous new set of statewide graduation requirements called the Michigan Merit Curriculum (Public Acts 123 and 124).

The Michigan Merit Curriculum is a result of an extraordinary partnership between the Executive Branch, State Board of Education, Superintendent of Public Instruction, Legislature, and numerous educational associations who worked together to better prepare students for greater success and to secure the economic future of our state. It has transitioned Michigan from a state which had a graduation requirement of only one half credit in civics to the state with the most comprehensive requirements in the nation.

The impetus to revise Michigan's graduation requirements started over a year ago, when Governor Granholm appointed The Cherry Commission on Higher Education and Economic Growth. Following the release of the commission's report, the Michigan Department of Education (MDE) examined research, identified challenges facing students and school districts, surveyed district graduation requirements, tapped national and international experts, and studied best practice or what is working in the area of high school reform across the country.

Equipped with this knowledge, on December 13, 2005, the State Board of Education unanimously approved a set of increased state high school graduation requirements for all Michigan students. This State Board action served as the basis for the Michigan Merit Curriculum credits now required for high school graduation.

The new graduation standards will be required starting with students entering eighth grade in 2006. Yet, many school districts are already implementing the Michigan Merit Curriculum as their graduation requirement. The Merit Curriculum requires 16 credits for graduation, which could be acquired through subject and integrated (mixed subject) classes, as well as career and technical education programs. Credits obtained prior to high school will also count. Required credits include:

- 4 Credits: Mathematics including Algebra I; Geometry, Algebra II; including one credit in senior year
- 4 Credits: English Language Arts aligned with subject area content expectations developed by MDE
- 3 Credits: Science including Biology; Physics or Chemistry; one additional science credit
- 3 Credits: Social studies including .5 credit in Civics; .5 credit in Economics; U.S. History and Geography; World History and Geography
- 1 Credit: Physical Education/Health credit guidelines to be developed by MDE
- 1 Credit: Visual, Performing, Applied Arts (VPAA) credit guidelines to be developed by MDE

In addition to the credits outlined above, students must take an online course or learning experience OR have the online learning experience incorporated into each of the required credits of the Michigan Merit Curriculum. Beginning with the class of 2016 (third graders in Fall 2006), students will need to complete two credits of a world language in grades 9-12 OR have an equivalent learning experience in grades K-12.

The new legislation is also very clear that the academic content expectations now required for graduation may be met through career and technical education programs. OCTP is currently working collaboratively with MDE Core Academic staff to develop instructional units that can be taught within CTE that will earn the student credit toward meeting the academic content expectations. It is the goal to offer English Language Arts, Science, Math, and Social Studies credit through CTE, as well as meeting the online learning and VPAA requirements.

Also this year, OCTP established the *Employers as Partners* referent group to develop a tool to assist schools and CTE programs with the process of engaging employers for CTE Advisory Committee members. The referent group met from October to June 2005 to develop this tool. The Tool Kit is available on the OCTP website.

The *Michigan YES! Expo* (Youth Engineering and Science) Expo was held on October 26, 2005 at Ford Field in Detroit. Approximately 50 companies and universities from Michigan came together to excite over 16,000 youth in grades 8-12 about education and careers in science and engineering. OCTP partnered with Michigan Technological University to host the YES! Expo. Students were exposed to exciting engineering and science exhibits and spoke with real engineers and scientists. Universities displayed unique and dynamic educational pathways that lead to those careers.

In 2006, over 5,100 students participated in Education Day at the North American International Auto Show in Detroit, Michigan. Presentations were made regarding the many career opportunities available within the auto industry. These opportunities include the entire job spectrum from auto technicians to marketing, accounting, finance, sales, and engineering. Students had time to explore all of the exhibits and learned about career opportunities, as well as view all the concept vehicles.

The *Hot Jobs, Cool Careers* DVD was developed by the Michigan Construction Task Force to promote Apprenticeships within the Construction Trades available to students. The DVD is a visual aid for K-12 personnel to use when discussing career options with students.

#### Providing Preparation for Nontraditional Training and Employment

Michigan employs an equity education consultant to facilitate and support continued advocacy for improved enrollment in nontraditional CTE programs. Promising Practices Tool Kits, “Destination Success” and “Traveling the Road Less Traveled,” are available to CTE programs statewide through our office. These tool kits are used to assist agencies in their efforts to recruit, retain, and facilitate completion for students in career and technical education/occupational programs nontraditional for their gender. OCTP has also made available age-appropriate photos of students in action in program areas to assist LEAs with finding suitable graphics for their promotional brochures and maintains a lending library of DVDs related to specific nontraditional careers for men and women.

The *Michigan Breaking Traditions Award* program provides an avenue to recognize and encourage student achievement in nontraditional training and provides role models for other students considering a nontraditional career. This program has been recognized nationally as a recipient of “Programs That Work: Preparing Students for Nontraditional Careers” honorable mention award presented by the Association for Career and Technical Education, National Association of State Directors of Career and Technical Education Consortia, the National Alliance and Partnerships in Equity, and the National Women’s Law Center. In 2005-2006, 27 outstanding Michigan students pursuing nontraditional training were recognized.

All secondary career and technical education programs receiving Perkins funding are required to comply with state and federal nondiscrimination laws. Programs are monitored for such compliance through comprehensive Civil Rights compliance reviews, onsite monitoring visits (TRAC), and other visits and desk audit processes conducted by OCTP staff. During our Office for Civil Rights compliance reviews, our data analysis and monitoring protocol includes access to programs for nontraditional students.

#### Serving Individuals in State Institutions

In 2005-06, the Michigan Department of Corrections was granted \$171,500 for career and technical education program enhancement, one component of their rehabilitative services. Numerous programs were updated with equipment purchases and curriculum revisions. The funding of professional development activities provided additional support. The Michigan Department of Human Services utilized \$19,542 for a program in Construction Trades and Graphic Communications. Twenty-three (23) juvenile offenders participated in Construction Trades and 16 in Graphic Communications. Funds were used to aid in the professional development of their program administrator. OCTP staff met with key administrators from both departments and assisted them in assessing their existing programs and provided technical assistance and planning for future program development.

#### Support for Programs for Special Populations That Lead to High Skill, High Wage Careers

Special populations continue to receive support through state-sponsored technical assistance and professional development activities. The Michigan Occupational Special Populations Association (MOSPA) sponsored

workshops and seminars for student support personnel within local programs. Through Michigan's Comprehensive Guidance and Counseling Program, students received assistance in career assessment, career exploration, preparation of an education development plan, work-based learning opportunities, cooperative education, and academic support services. The ability to disaggregate core performance indicator data by special population category enables local districts to focus student support activities and thereby improve services.

A workshop was held at Jackson Area Career Center on appropriate placement of students in CTE programs. The workshop covered the legal aspects of accommodating students with disabilities; what it means to fundamentally change or alter curriculum; the importance of scheduling an IEP with all appropriate stakeholders, and a method of selecting students for admission into a program without preference for race, age, gender, disability, etc. The workshop was very informative for counselors and has assisted them in providing better services to students.

To assist districts in serving nontraditional students, state staff participated in professional development workshops for counselors and support staff. As part of these programs, participants were provided with gender equity resource materials. Sessions focusing on single parents were also included in the 2006 MOSPA Statewide Conference and in several of the organization's regional conferences. We also sponsored a pre-conference for members of MOSPA to assist with new high school requirements. We plan to do the pre-conference annually.

OCTP has worked with the Office of Disability Concerns to support the Michigan Youth Leadership Forum (MYLF). MYLF addresses the needs of students with disabilities and provides a unique career leadership training program for high school juniors and seniors. By serving as delegates from their communities at the five-day event, these students cultivate leadership, citizenship, and social skills. MYLF is an educational and motivational forum. Guest speakers address such topics as disability rights laws, innovations in technology, and resources. Delegates spend a day at the State Capitol debating a selected bill with several members of the State Legislature. By providing a framework of disability history and an atmosphere of encouragement, MYLF offers students with disabilities the common challenges, experiences, and opportunities to learn from one another.

### **Postsecondary**

The Community College Services Unit, working in collaboration with Michigan State University (MSU), continued to implement additional enhancements to the online grants management website, [www.michiganOPS.net](http://www.michiganOPS.net). This site houses all the Perkins grant applications used by the community colleges and has the functionality to summarize grant data for year-end reporting purposes. This website now houses archive data from past grant reporting cycles. This allows either the educational consultants or the staff at the community colleges to review and reflect back on past performance, identifying what worked, what has not, and what extraneous variables impacted their results in past years. The goal was to increase the ease and availability of past data so that the colleges would use this data to guide their present and future plans.

Additionally, this year continues to see the transition of [michigancc.net](http://michigancc.net) to [www.michiganops.net](http://www.michiganops.net). This transition, when complete, will allow the community colleges to go to one site to work and review grant applications, see legislative requirements, and view archived data, reports, and other documents for which the community colleges and the CCSU are responsible. This multi-year process has proven extremely valuable when auditing grant activity and has increased and enhanced the communication between the consultants and the colleges. Finally, this transition has been inclusive of representatives from the community colleges, with their input being used to guide the development of reporting mechanisms.

Funding was continued to support the Michigan Community College Data and Evaluation Committee (MCCDEC), whose primary responsibility is to provide technical assistance to Michigan community colleges in data collection, data reporting, and evaluation procedures. MCCDEC subcommittees examined special populations data and data management, quality, and reliability issues. Members reviewed alternate methods of program evaluation for compliance with state and federal requirements. One of the most important uses of MCCDEC this year has been to look at the transition between the old Perkins legislation and the new authorization. Workgroups have been started to examine changes in definitions, more effective ways to identify and gather appropriate data, and explore the possible impact and implications that occur as a result of the new legislation. Different projects will be undertaken to explore means of increasing results in gender/equity issues and overall core performance outcomes.

Professional development was provided to community college faculty through the annual Trends in Occupational Studies Conference, which typically draws 500 participants. Speakers from more than 20 colleges presented teaching strategies on a wide variety of topics. Professional development opportunities were also provided to faculty through "Fast Track" grants, which subsidized the cost for occupational faculty to participate in activities to

ensure they stayed current with the needs, expectations, latest technology, and methods of industry and to increase the level of performance for programs not meeting the state adjusted level for vocational skills attainment (1P2), diploma/credential completion (2P1), and participation in nontraditional programs (4P1). Workshops and conferences also focused on facilitating postsecondary partnerships with local K-12 agencies, businesses, industries, and labor unions.

Support was continued for preparation of students for nontraditional training and employment and for programs leading to high-skill, high-wage careers. Special populations coordinators reviewed assessment procedures and examined strategies for enrolling and retaining special populations students in nontraditional career areas. CCSU continued to provide direction and support for the Michigan Developmental Education Consortium (MDEC) Conference, which provides leadership and opportunities for collaboration for the improvement of student success within the community college system. This annual conference provides a platform to share new technologies and strategies in occupational education.

The Michigan Occupational Special Populations Association held its annual conference for secondary and postsecondary special populations service providers. The conference keynote speaker was Barbara Johnson, a faculty member from Western Michigan University and a national expert on how poverty impacts student achievement. Ms. Johnson provided information on the specifics of how special populations students struggle with poverty on a daily basis. She highlighted that returning to school motivates them to escape poverty, but that poverty may also prevent them from being successful. The keynote, which was accompanied by a hands-on break out session, was well received by the attendees.

The “Best Practices” series continued for a second year and focused on an additional three colleges. A joint effort on improving skilled trade and apprenticeship opportunities was highlighted between Delta College and Henry Ford Community College. This innovative collaboration has increased opportunities for students who are interested in skilled trades careers. These two colleges have fostered learning and opportunities with recipients receiving credit towards an associate degree from their respective colleges.

Henry Ford Community College was also highlighted for their exceptional outcomes with students in their culinary arts program. This program has enhanced employment opportunities for their students by forming an ice carving club. This program teaches culinary students how to make ice carvings that are in demand for private functions, hotels, and corporate events. The results have been phenomenal. Skills learned by these ice carving students have enabled them to venture out as entrepreneurs or have been instrumental in landing them high wage jobs with local businesses and hotels.

Oakland Community College has developed a fantastic 2+2+2 program in Information Security. This program allows a high school student to transition to a community college and then to a four-year institution with articulated credits that culminate in a bachelors degree in information security. Additionally, an update was provided on the previously highlighted community colleges with each of them continuing on with their successes.

This year’s inservice also incorporated professional development topics for the occupational deans. Dr. Eboni Zamani-Gallaher, from Eastern Michigan University, presented on “Issues and Trends in College Readiness: Exploring Education Reforms for Addressing Remediation of Community College Students.” Dr. Mary Beth Stanek, Manager, Strategic Initiatives, Research and Development for General Motors Corporation presented on “Future Trends and Globalization.”

Due to Michigan’s poor economy, the credit unions in the state formed the Career Transition Initiative in which they made zero interest rate loans to unemployed workers or workers who anticipate becoming unemployed to attend community colleges to transition into different employment. As a result, the community colleges are conducting increased career guidance and job counseling services to students.

### **Implications for Next Fiscal Year/State Plan**

State leadership activities will continue to focus on improvement in the core performance indicators. At the secondary level, regional, local recipient, special populations categories, and career and technical education CIP program areas have disaggregated core performance data. State staff will continue to target special populations assistance needs as well as specific teaching and learning strategies within programs across the state. During 2005-06, local regions were required to amend their approved activities to address those core performance indicators that did not show required improvement. Through the use of data and the Technical Assistance, Review and Compliance

(TRAC) process, OCTP staff will provide technical assistance to regions and CIP programs and monitor progress toward the improvement of local and state performance measures.

The Michigan legislature recently passed a law that changes the high school test for graduation from the Michigan-developed assessment program to the Michigan Merit Examination, which includes ACT with additional tests to measure student achievement in content not covered by the ACT, such as social studies and additional mathematics. This change in testing instruments will mean renegotiation of baseline data for our transition year.

Postsecondary's continued focus has been the improvement of the core performance indicators. The colleges' activities to increase indicators below the state-adjusted level and the results of those efforts are being reviewed to determine activities that were effective and those that other community colleges might adapt. Preliminary planning is underway to provide funding to colleges to increase student awareness of and enrollment in nontraditional programs, including special populations students. CCSU staff continued to provide both online and onsite technical assistance to colleges and to recommend strategies for improving the core performance indicators. MCCDEC continued its review of the core indicators and is participating with CCSU and OCTP in implementing a joint data quality workshop for secondary and postsecondary data coordinators, program personnel, and special populations coordinators. In addition, CCSU staff meets with the occupational deans every other month at MODAC, the Michigan Occupational Deans' Administrative Council, where core performance indicator issues are discussed.

## **B. Permissible Activities (Section 124)**

### Support for Vocational and Technical Student Organizations, Especially with Respect to Efforts to Increase the Participation of Students Who Are Members of Special Populations

State staff from OCTP work closely with six Career and Technical Student Organizations (CTSOs) and provides leadership through grant funding and technical assistance to the organizations. Semi-annual meetings with all directors, and additional meetings with appropriate pathway consultants, are conducted, as well as assistance to program teachers and administrators to help ensure that all students in state-approved career and technical education programs have the opportunity to develop strong leadership skills. All CTSO Directors shared their individual organization's efforts to increase membership and promote academic proficiency in the student population, and their focus on special populations. Special populations are included in numerous ways. Examples given include accommodations when requested, competitive events that allow all students to 'win' by working toward set goals at their own pace, and events designed for student teams that enhance the diverse talents of all participants. This year, new events focus on problem solving and job seeking skills. Academic and career cluster foundation crosswalks are available in each of the Michigan CTSO organizations to enable teachers to make the CTSO an intra-curricular experience. All students in all of the organizations now take a written test prior to skill competition. This is used as a device to determine order of competitor and not elimination, thus promoting academic rigor without eliminating special populations from the competitions.

OCTP publishes an electronic newsletter entitled "Spotlight on CTE" twice during the school year (November and May), for educators, administrators, and students in career and technical education (CTE), highlighting students in leadership activities supported by OCTP. This newsletter focuses on outstanding student leadership activities and accomplishments in Michigan Career and Technical Student Organizations (CTSOs), such as Business Professionals of America (program areas: Business and Management), Michigan DECA (program area: Marketing), Michigan FFA (program area: Agriscience), Family, Career and Community Leaders of America (program area: Family and Consumer Science), Health Occupation Students of America (program area: Health Science), SkillsUSA (program areas: technical, skilled, and service occupations, including health occupations), and other groups and programs such as the Automotive Youth Educational Systems (AYES), FIRST (For Inspiration in Recognition of Science and Technology) Robotics, LEGO League, DAPCEP (Detroit Area Pre-Engineering Education Program), and GRAPCEP (Grand Rapids Area Pre-Engineering Education Program).

## **III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs (Sections 131 and 134)**

### **Secondary**

Michigan distributes both Title I and Title II funding on a regional/consortia level. The state is composed of 25 planning regions paralleling the Workforce Development Board structure. Each funding source has a designated

fiscal agent for each of the two grants. In some cases, the same fiscal agency in a given region is designated for both grants.

Secondary eligible recipients: 380 comprehensive high schools  
60 career and technical education centers

**Postsecondary**

Postsecondary eligible recipients: 28 public community colleges  
4 public universities  
1 tribal college

See Attachments B-1, B-2 and B-3 for samples of secondary and postsecondary applications. Please note application submission is completely web-based. Contact Saundra Carter at 517.335.0372 for access to the secondary website and Ron Harkness at 517.373.3396 for postsecondary website access.

**IV. Accountability (Section 113)**

**A. State’s Overall Performance Results and Program Improvement Strategies**

**Secondary**

The following section shows the negotiated performance levels (third column of each chart) for all six of the core indicators for the 2005-06 grant year. The actual performance of the state is shown in the last column. Following each chart is a summary for each indicator.

<b>Core Indicator</b>	<b>Measurement</b>	<b>Performance Levels 2005-06</b>	<b>Performance Results for 2005-06</b>
1S1 Academic Achievement	The percent of CTE program concentrators who left school and attained an endorsement status of Level 1, 2, or 3 on four or more of the MEAP tests. <b>Numerator:</b> The number of 10 <sup>th</sup> through 12 <sup>th</sup> grade CTE program concentrators who took four MEAP tests, left school and attained an endorsement status of at least a level 3 (basic) on four of the tests. <b>Denominator:</b> The number of 10 <sup>th</sup> through 12 <sup>th</sup> grade CTE program concentrators who took at least four MEAP tests and left school.	62.48%	65.44%
1S2 Technical Achievement	The percent of CTE program concentrators who left school and obtained a CTE GPA of 2.0 or better in their CTE program. <b>Numerator:</b> Number of 11 <sup>th</sup> and 12 <sup>th</sup> grade CTE program concentrators who left school and obtained a GPA of 2.0 or better. <b>Denominator:</b> Number of 11 <sup>th</sup> and 12 <sup>th</sup> grade CTE program concentrators who left school.	86.89%	89.50%
2S1 High School Completion	The percent of CTE program concentrators who received a secondary school diploma or its recognized state equivalent. <b>Numerator:</b> Number of CTE program concentrators who received a secondary school diploma or its recognized state equivalent <b>Denominator:</b> Number of CTE program concentrators who left secondary education.	98.12%	99.38%
3S1 Placement	The percent of CTE program completers who are in postsecondary education or advanced training, employment, and/or military service. <b>Numerator:</b> The number of 12 <sup>th</sup> grade program completers who graduated the previous year and are in postsecondary education or advanced training, employment and/or military service. <b>Denominator:</b> The number of 12 <sup>th</sup> grade program completers who graduated from school the previous year.	94.50%	94.69%
4S1 Nontraditional	The percent of male and female students <u>enrolled</u> in an occupational program determined to be nontraditional for their gender.	33.24%	14.90%

Core Indicator	Measurement	Performance Levels 2005-06	Performance Results for 2005-06
Enrollment	<p><b>Numerator:</b> The number of grade 9 and above female and male students enrolled in a CTE program determined to be nontraditional for their gender.</p> <p><b>Denominator:</b> The number of grade 9 and above students enrolled in an occupational program determined to be nontraditional.</p>		
4S2 Nontraditional Completion	<p>The percent of male and female students who <u>completed</u> an occupational program determined to be nontraditional for their gender.</p> <p><b>Numerator:</b> The number of grade 9 and above female and male students completed a CTE program determined to be nontraditional for their gender.</p> <p><b>Denominator:</b> The number of grade 9 and above students who completed an occupational program determined to be nontraditional.</p>	31.09%	12.96%

**1S1-Academic Achievement:** The academic achievement baseline includes all student concentrators, grade 10 and above who left school, took four or more Michigan Educational Assessment Program (MEAP) tests, and received a MEAP rating of at least Level Three on each test. The MEAP rating of Level Three is comparable to the basic high school achievement endorsements measure used by other states.

For 2005-06, this performance level was again exceeded, increasing by 1% compared to 2004-05. CTE programs continue to integrate academic content into CTE courses and the state has mandated that all state-approved programs must align their core content with the 16 Career Clusters using the Career Cluster Grid, beginning with the Academic Foundations.

**1S2-Technical Achievement:** The performance level for technical achievement has been met for six years, increasing almost 2% over last year. The steady increase over time is likely attributable both to the state's continuing emphasis on appropriate student placement in programs and to an ongoing emphasis on student skill attainment.

**2S1-High School Completion:** The required performance level was exceeded for the seventh consecutive year, remaining the same as last year. The high rates of high school completion among Michigan CTE students is attributable to the increased emphasis on and attainment of academic achievement and the unique role that CTE plays in preventing students from dropping out of high school. Note that the statewide high school graduation rate across all students was 87.7% in 2004-05 (the most current year available), which was exceeded by almost 12% among CTE students.

**3S1-Placement:** This year, despite the state's continuing high unemployment rate (6.9% in October 2006, compared to 3.5% 1999 and 5.1 % nationwide), the CTE placement rate remained near 95% and continued to exceed the negotiated required performance levels.

**4S1-Nontraditional Enrollment:** Michigan fell short of the required performance level in this category this year, due to changes in the way programs were identified for this indicator. A comparison of Michigan CIP codes categorized as nontraditional against the 2004 crosswalks for males and females published by the National Alliance for Partnerships in Equity (<http://www.napequity.org>) resulted in recategorization of Michigan CIP Codes. In particular, CIP Codes 52.0299 and 52.1999, (with collective enrollments of 64,669 in 2005 and 59,575 in 2006), which Michigan had previously identified as nontraditional for males, were re-categorized as 'not nontraditional.' Removing these two CIP codes from the category contributed to a significant reduction in the denominator for nontraditional enrollment (from 127,702 in 2005 to 52,653) as well as a proportionately greater decrease in the numerator (from 45,317 in 2005 to 7,837 in 2006) since the percentage of males enrolled in these two CIP Codes was 49%. Other changes included re-categorizing the following CIP codes: 03.0000 from nontraditional for females to 'not nontraditional,' 11.1000 from nontraditional for males to nontraditional for females (87% male in 2005), 13.0000 from nontraditional for females to nontraditional for males (89% female in 2005), 46.0607, 47.0613, 47.0616 and 48.0000 to nontraditional for females, 48.0701 and 52.0800 to 'not nontraditional.'

**4S2-Nontraditional Completion:** The re-categorization of CIP Codes also negatively affected this indicator. For the same reasons that nontraditional enrollment decreased, nontraditional completion also decreased dramatically,

though not quite as many percentage points as nontraditional enrollment, but falling far short of required levels of performance.

### Postsecondary

Core Indicator	Measurement	Expected Performance Levels 2005-06	Actual Performance Results 2005-06
1P1 Academic Achievement	Percent of occupational concentrators that earned a GPA of 2.0 or better in academic courses (excluding developmental courses) during the reporting year. <b>Numerator:</b> # of occupational concentrators that received a 2.0 or better in academic courses <b>Denominator:</b> Total # of occupational concentrators enrolled in academic courses	79.41%	80.40%
1P2 Technical Achievement	Percent of occupational concentrators that earned a GPA of 2.0 or better in occupational specialty courses during the reporting year. <b>Numerator:</b> # of occupational concentrators that received a 2.0 or better in occupational specialty courses <b>Denominator:</b> Total # of occupational concentrators enrolled in occupational specialty courses	83.45%	84.28%
2P1 Awards Completion	Percent of first-time, full-time occupational students that entered Fall 2000 and received an award within 150% time. <b>Numerator:</b> # of First-Time, full-time occupational students who entered Fall 2002 (minus exceptions) who received an award by August 2005. <b>Denominator:</b> Total # First-Time, full-time occupational students who entered Fall 2002	18.64%	18.85%
3P1 Placement	Percent of occupational students who received an award during 2000-2001 and were employed, entered military service, or continued their education within 180 days of graduation. <b>Numerator:</b> # of occupational students who received an award in 2003-04 and were employed, continuing their educational, or entered military service during 04-05 <b>Denominator:</b> Total # of occupational students who received an award	91.01%	93.01%
3P2 Employment Retention	Percent of occupational students that reported being employed in 3P1 and were still employed 3 months later. <b>Numerator:</b> Number of occupational students who reported being employed within 180 days of graduation during 03-04 and were still employed 3 months later <b>Denominator:</b> Number of occupational students who reported being employed within 180 days of graduation during 03-04	88.73%	96.25%
4P1 Nontraditional Enrollment	Percent of occupational men and women enrolled in occupational programs considered nontraditional for his/her gender divided by total enrollment in nontraditional programs. <b>Numerator:</b> # of occupational participants (enrollees) who were enrolled in programs considered nontraditional for their gender <b>Denominator:</b> Total # of occupational participants enrolled in nontraditional programs	17.93%	18.08%

Core Indicator	Measurement	Expected Performance Levels 2005-06	Actual Performance Results 2005-06
4P2 Nontraditional Completion	Percent of occupational men and women who received an award in occupational programs considered nontraditional for his/her gender divided by total number of students that received awards in nontraditional programs. <b>Numerator:</b> # of occupational participants (enrollees) who received an award in a program considered nontraditional for their gender <b>Denominator:</b> Total # of occupational participants who received awards in nontraditional programs	14.25%	15.59%

**1P1-Academic Achievement:** Michigan community colleges exceeded the expected performance level of 79.41% by achieving an overall performance level of 80.40%. Single Parents, Displaced Homemakers, Limited English Proficient students and Nontraditional Enrollees exceeded the State performance level with 82.94%, 87.95%, 81.36% and 82.71%, respectively. Individuals with Disabilities (78.96%) and the Economically Disadvantaged (78.54%) showed continuous improvement by exceeding their 2004-05 performance levels and came close to meeting the expected State performance level for 2005-06. Although Enrollees with Other Educational Barriers (77.87%) (Academically Disadvantaged) did exceed their 2004-05 performance level of 70.22%, they did not meet the expected levels of performance.

In the past, Michigan community colleges were unable to report on Tech Prep students. Data was extrapolated based upon Tech Prep programs identified by the Office of Career and Technical Preparation (OTCP). This year community colleges began to report actual numbers for Tech Prep students based upon specific OTCP criteria. This holds true for all indicators. The data reported by Michigan community colleges shows that Tech Prep students achieved a 76.22% success rate for 1P1 and did not, therefore, meet the expected state level of performance.

**1P2-Work Skill Attainment:** Last year, Michigan negotiated changes to the proposed levels of performance for program year FY 2005-2006. A review of historical data as well as changes in the economic climate of Michigan caused us to revisit projected improvements to core performance levels that were identified in 2000. When comparing our expected level for 2005-2006 (83.45%), Michigan surpassed our adjusted level by achieving an 84.28% success rate. Single Parents (85.36%), Displaced Homemakers (86.98%), and Nontraditional Enrollees (85.58%) made significant progress and not only exceeded their 2004-05 performance levels, but also exceeded the expected state performance level for this year. While Limited English Proficient students fell short last year in meeting the expected performance level, they made substantial progress by exceeding their 2004-05 level and by exceeding the 2005-06 expected level of performance. Individuals with Disabilities (82.56%) did not meet the expected level but they did exceed last year's level of 81.55%. Students with Other Educational Barriers (while not meeting the expected level) did demonstrate continuous improvement by achieving an 81.07% performance level, well over the 76.92% performance level reported in 2004-05. Tech Prep students did not meet the expected level, achieving a success rate of 70.77%.

**2P1-Completion Rate:** Michigan community colleges exceeded the expected performance level of 18.64% by almost one percentage point. Two Special Populations groups did not meet or exceed the state performance level, Limited English Proficient (14.29%) and Students with Other Educational Barriers (16.85%). Tech Prep students did exceed the expected level, having achieved a performance level of 22.58%, implying that when a Tech Prep student continues his/her program, he/she is more likely to actually finish his/her degree within a three-year time period.

**3P1-Placement:** Michigan's expected performance level for 2005-06 was 91.01% and the community colleges exceeded it by achieving a 93.01% placement rate. Limited English Proficient and Nontraditional Enrollees did not meet the expect performance level, but all other Special Populations groups exceeded the expected level. Tech Prep students achieved a success rate of 67.24% but did not meet the expected state level. It bears noting that the figures tend to be small so any analysis of such data should be coupled with a look at extraneous variables.

**3P2-Employment Retention:** Michigan community colleges also exceeded the expected performance level (88.73%) for this indicator by achieving a 96.25% success rate. All Special Populations students exceeded the expected level of performance. Individuals with Disabilities, Economically Disadvantaged, Single Parents,

Displaced Homemakers, Nontraditional Enrollees, and Students with Other Educational Barriers all exceeded their own 2004-05 performance levels. Tech Prep students, however, did not meet the state level. It again bears mentioning that the Tech Prep figures tend to be very small, so any analysis of such data should be coupled with a look at extraneous variables.

**4P1-Nontraditional Enrollment:** Michigan community colleges exceeded the expected state performance level of 17.93%. The updated negotiated performance level of 17.93% was much more reflective of actual enrollments over time than the original benchmark created in 2000. Identification of programs that are nontraditional continues to evolve. The number of students enrolled in programs considered nontraditional for their gender increased from 18,146 to 18,830. Total enrollment in these programs also increased to 104,720. Individuals with Disabilities, Limited English Proficient, and Nontraditional Enrollees all exceeded the expected performance level for 2005-06. Tech Prep students (14.08%) did not meet the expected level. Although the Economically Disadvantaged and Students with Other Educational Barriers did not meet the expected level, they did come close, achieving a success rate of 17.42% and 17.75%, respectively.

**4P2-Nontraditional Completion:** Michigan community colleges exceeded the expected state performance level of 14.25%. The updated negotiated performance level of 14.25% was much more reflective of actual nontraditional completion over time than the original benchmark created in 2000. Identification of programs that are nontraditional continues to evolve. The number of students who received at least one award in a program considered nontraditional for their gender increased from 1,823 to 1,891. The total number of students who received an award in these programs also increased from 11,692 to 12,127. Individuals with Disabilities, Limited English Proficient, Nontraditional Enrollees, and Students with Other Educational Barriers all exceeded the expected performance level for 2005-06. The Economically Disadvantaged, Single Parents, and Displaced Homemakers did not meet the expected level of performance. Tech Prep students did exceed the expected level, reporting a completion rate of 30.85%.

## **B. State's Performance Results for Special Populations and Program Improvement Strategies**

**1S1-Academic Achievement:** For the seventh year, students enrolled in CTE programs and identified as nontraditional to their gender scored higher than the overall CTE performance level for academic achievement (70.3%), in spite of the significantly lower numbers of students identified as nontraditional. In part this may have been due to improved matching of students to test scores through requiring use of the state Unique Identifier Code which allowed for more complete matching. Also, more accurate identification of genuinely nontraditional students was achieved by re-categorizing Michigan's CIP Codes (see section above). Tech Prep students met the required performance level on this indicator, and exceeded the state average. This year identification of Tech Prep students was significantly improved by use of program serial numbers to identify Tech Prep programs on the Tech Prep application. No other Special Populations category met the required level of performance. The below state average performance of the other special population student groups is due to the continuing challenges faced by these students and indicate a continual need for academic support, assistance, and resources for CTE students who are members of Special Populations groups.

**1S2-Technical Achievement:** On average, students enrolled in programs nontraditional for their gender exceeded the state average in technical achievement this year (92.4% compared to state average of 89.5%), as did students enrolled in Tech Prep programs (90.6% compared to the state averaged of 89.5%). Both groups also exceeded the required performance level. Although Special Populations students scored, on average, 12 percentage points below the state average in Academic Achievement, their scores on Technical Achievement were much closer to the state average (ranging from 1 percentage point below the required level of performance for economically disadvantaged and limited English proficient to almost 10 percentage points below the required levels of performance for academically disadvantaged and juvenile offenders) indicating a continuing need to focus resources on these groups, but also demonstrating their strengths in Technical Skills. Academically Disadvantaged students and Juvenile Offenders performed the most poorly on this indicator, suggesting that supportive services were not adequate to meet their needs.

**2S1-High School Completion:** Special Populations students in all categories, except Juvenile Offenders, exceeded the required state performance level. Limited English Proficient students, students enrolled in nontraditional programs and Tech Prep students also exceeded the state average. High rates of high school completion among Special Populations students is attributable to the unique role that CTE plays in preventing students from dropping out of high school especially among these students, who are at greatest risk.

**3S1–Placement:** Special Populations students continued to have lower placement rates than the state average, with only Tech Prep students meeting the required performance levels. Placement rates among Special Populations students decreased slightly among all other student categories except nontraditional students and juvenile offenders. The real and ongoing lower placement rate among Special Populations students is likely due to Michigan’s unemployment rate, which results in increased competition for available jobs. Recent layoffs in the automotive and other key Michigan industries, force entry-level workers to compete with more experienced workers for jobs.

**4S1-Nontraditional Enrollment:** All special populations students failed to meet the required levels of performance, consistent with the overall state average due to the changes in how Michigan programs were categorized. Economically disadvantaged students and limited English proficient students exceeded the state average however.

**4S2-Nontraditional Completion:** All special populations students failed to meet the required levels of performance, consistent with the overall state average due to the changes in how Michigan programs were categorized. Economically disadvantaged students and limited English proficient students exceeded the state average however.

## **Program Improvement Strategies Targeting Special Populations Students**

### **Secondary**

The state continues to require that regions with deficient CPI performance levels include at least one activity addressing the deficiency and targeting Special Populations students in their annual application. Additionally, the state will be conducting professional development workshops for paraprofessionals and school counselors designed to provide technical assistance to improve the achievement of Special Populations students. The state has convened a Task Force to address the core curriculum in three clusters (Health and Human Services, Construction Trades, and Arts & Communications), which are expected to support improved achievement levels of Special Populations students by integrating academics into the CTE curricula. The annual Michigan Occupational Special Populations Association (MOSPA) Statewide Conference will again provide strategies and resources for supporting Special Populations students and the "Breaking Traditions" awards competition will again be utilized to recognize outstanding students pursuing nontraditional training.

### **Tech Prep**

In Michigan, Tech Prep Associate Degree programs are community-wide partnerships among local school districts, career and technical education centers, community colleges, and business/labor developed to prepare youth and adults for entry into career fields, especially those which are high earning, high growth, and high learning. In 2005-06, twenty-five (25) consortia applied for and received federal funding to continue their efforts to develop and implement Tech Prep programs. Each of these consortia represents a distinct geographic and employment region consistent with the 25 Workforce Development Board regions of the state.

The 25 consortia include 603 high schools, 25 community colleges, 3 universities, and 1 tribal college. Businesses continue to be an important partner and have an important role in helping to prepare students for successful work experiences. Tech Prep programs are developed according to the resources and unique economic and employment needs of the area. Program articulation is based upon aligned curriculum with the specific course work identified at the secondary and postsecondary levels. During regional technical assistance meetings with grant recipients, state staff have worked closely to update, enhance, and develop more articulation agreements for career and technical education state-approved programs. Tech Prep grant recipients have been required to annually update their articulation agreements to provide continuous improvement and further linkages to national standards. As a result, this allows Michigan to have two dual enrollment options for students.

The state provides services to the 25 consortia through regional team leaders in the Office of Career and Technical Preparation (OCTP). The regional team leaders provide technical assistance to consortia members and plan statewide activities to strengthen postsecondary linkages.

Four Career Technical Education (CTE) programs were awarded *Excellence in Practice Awards* at the 2006 Conference on Career Education, at DeVos Place, in Grand Rapids on February 6, 2006. Each award winner was nominated by their Career Initiative Region Coordinator and chosen through a rigorous application process. These statewide awards are presented annually at the conference to recognize exemplary Tech Prep and state-approved CTE programs that prepare students for careers aligned and articulated with postsecondary education, professional and technical careers, and employment, while demonstrating outstanding student outcomes and high academic rigor.

## **Postsecondary**

A manual and instructions, with definitions and specific examples that responded to the interpretation and disparity in the use of definitions, were distributed. Special populations coordinators were especially diligent during the 2005-06 year, meeting several times in subcommittees to review and standardize definitions and methodologies for collecting and compiling data. All data were collected at the six-digit CIP Code level, rather than at the college level, as had been done in a previous year. This more detailed data collection, along with up-to-date program descriptions, provided the state with better data, especially with nontraditional student enrollment and completion.

Data quality activities included more technical assistance with additional data workshops and onsite visitations; more involvement by the Michigan Community College Association; further development of data reports, guides, and edit reports; more communication via e-mail and websites, and using data to review the college four-year plans and activities targeted to increasing the college performance level. An increased emphasis on the implications of the core indicators and how those relate to student success was the topic at MODAC, as well as the Deans' Inservice. More subcommittee meetings were held throughout the year where key special populations coordinators reviewed the data and offered suggestions on how to 'make it better.'

A document referred to as the "Core Indicators Storybook" was also updated to include the most current data and distributed throughout the state. College personnel modified this document according to their individual needs in order to explain what the indicators really meant to their college. This document was used to explain the meaning of the indicators to college presidents, trustees, and faculty. Finally, several joint workshops to help the colleges improve their core performance indicators were held with the Office of Career and Technical Preparation. The workshops focused on data and technical preparation.

Individual college spreadsheets were also posted on the website. An automatically generated graph provides a quick visual of how well the college has done over the last five years. Colleges are asked to view these spreadsheets upon the completion of the data collection cycles in order to see how well they met the state performance level and to determine if changes are required in their plan. The community colleges were encouraged to update their plan when developing their annual application.

Strategies for the four sub-indicators (Academic Attainment-1P1, Occupational Work Skill Attainment-1P2, Degree Completion-2P1, and Completion of Nontraditional Programs-4P2) primarily involved the provision of student support services. Colleges enhanced and/or developed support services for all students but specifically targeted special populations who typically are at a higher risk of earning less than a 2.0 course grade in both academic and occupational courses and of not completing a certificate or degree program.

Additional strategies included using "early alert" systems (students red-flagged by instructors or via progress reports) identifying students who are not attending or performing well early in the semester. Once identified, students are contacted for assistance. A related activity is the "tracking" of students, especially special populations students, who must be included in performance indicator reports.

## **C. Definitions**

### ***Vocational Participant***

**Secondary:** A CTE student is a secondary student enrolled in a state-approved CTE program.

**Postsecondary:** Any student who has: 1) formally enrolled in an occupational program as identified by CIP code or an occupational specialty course and as defined in the Act, or 2) declared an intent or commitment through a career assessment to formally enroll in an occupational program as identified by CIP code, or 3) enrolled in a general occupational course or apprenticeship-related instruction for the purpose of job training.

A nontraditional training and employment participant is an individual enrolled in an occupational program that is considered nontraditional for his/her gender as determined by National Labor Statistics and State Year-End Program enrollment data.

Colleges report on the number of occupational students (participants) who were enrolled in programs considered nontraditional for their gender.

### ***Vocational Concentrator***

**Secondary:** A concentrator is a student who is enrolled in a state-approved career and technical education program and who has completed at least 60% of the required program coursework.

**Postsecondary:** A concentrator is defined as an occupational student officially enrolled (as of the officially recognized federal count date) in an occupational program and who has earned at least 12 credits (excluding developmental coursework) towards the completion of an award as of the beginning of the reporting year.

### ***Vocational Completer***

**Secondary:** A “completer” is an 11<sup>th</sup> or 12<sup>th</sup> grade student (or 13<sup>th</sup> if the district has adults) who is enrolled in a state-approved career and technical education program and has completed a designated instructional program as determined by the local school district. Using state guidelines, the district concurs with the following:

1. The student completed a sequence of courses or equivalent instructional units in a recognized CTE program.
2. The student’s GPA for this sequence of courses/instructional units equals a 2.0 or better.
3. The student is ready to be successful in further training or postsecondary course work related to the student’s CTE sequence of courses/instructional units OR the student is ready to be successfully employed based on the student’s CTE sequence of courses/instructional units.

If the program requires two years of training for a student to meet the requirements of an entry-level job, the student may be counted as a “completer” ONLY at the end of the second year.

**Postsecondary: Completer** – Unduplicated headcount of all students who have finished their intended program regardless of whether they received either a formal or non-formal award. The student must have met all the requirements of the institution for program completion, whether or not the individual graduated from the institution.

**Postsecondary: Program Completer** – A student who has completed an organized program of study at the postsecondary level and has formally received a certificate, degree, or other Board of Trustees-recognized award.

### ***Tech Prep Student***

Tech Prep applications for funding must include a specific list of articulated Tech Prep programs at each participating community college. In prior years, the CIP codes of these programs (as maintained by the Office of Career and Technical Preparation) were crosswalked with community college data. All students participating in these programs were considered to be potential Tech Prep students. This year, community colleges began to collect data and report on Tech Prep students.

Under individual plans developed by Tech Prep Consortia, the secondary sector was to provide community colleges with a listing of all students who graduated in a Tech Prep articulated program specific to the community college. The community college would use these lists to determine whether or not the student enrolled at the community college and whether or not the student stayed enrolled in the articulated or a related articulated program. If the student changed programs, that student was not to be considered Tech Prep. Those community colleges that were provided with these lists were able to provide data. The others are still working on receiving names from their secondary partners and will be continuing to work on this throughout the 2006-07 year.

## **D. Measurement Approaches**

The following charts list the types of measurements and the methods used to calculate the data for each core performance indicator.

### **Secondary**

<b>Core Indicator</b>	<b>Measurement Approach</b>	<b>Method and Years for Estimating Levels</b>
1S1	State Academic Assessment System	MEAP test results linked to individual CTE student data collected in: 2005-06 -- 4483 Fall and Spring program/Course Enrollment (duplicated) linked to 2005-06 – 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
1S2	Vocational Course	2005-06 -- 4483 Fall and Spring – Program/Course Enrollment

<b>Core Indicator</b>	<b>Measurement Approach</b>	<b>Method and Years for Estimating Levels</b>
	Completion	(duplicated), linked to 2005-06 -- 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
2S1	State/Local Administrative Data	2005--06 -- 4483 Fall and Spring – Program/Course Enrollment, linked to 2005-06 -- 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
3S1	State Developed and Locally Administered Survey	2006 Follow-Up Survey of Students Completing CTE Programs in 2004-05.
4S1	State/Local Administrative Data	BLS occupational survey by gender, provided by DOE-OVAE linked to 2005-06 -- 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).
4S2	State/Local Administrative Data	BLS occupational survey by gender, provided by DOE-OVAE linked to 2005-06 -- 4301, Secondary End-of-Year Vocational Enrollment (unduplicated).

### Postsecondary

<b>Core Indicator</b>	<b>Measurement Approach</b>	<b>Method and Years for Estimating Levels</b>
1P1	Academic GPA	June 1, 2005 – July 30, 2006 (unduplicated). Negotiated to remain at 2004-05 level.
1P2	Occupational Course GPA	June 1, 2005 – July 30, 2006 (unduplicated). Negotiated to 83.45% rather than the ½% increase due to Michigan’s economic conditions and a review of the historical data.
2P1	Local Administrative Data	Number of first-time, full time occupational students who entered Fall 2003 and received an award within 150% normal time. Negotiated to 18.64% rather than the ½% increase due to Michigan’s economic conditions and a review of the historical data.
3P1	Locally Administered Survey	2006 Follow-Up Survey of students who received an occupational award in 2004-2005. Negotiated to remain at the 2004-2005 level.
3P2	Locally Administered Survey	2006 Follow-Up Survey of students who said they were still employed after 3 months. Negotiated to 88.73% rather than the ½% increase due to Michigan’s economic conditions and a review of the historical data.
4P1	State/Local Administrative Data	BLS data and some state programs linked to year-end program enrollments by CIP code (2000) for 2005-2006. Negotiated to 17.93% rather than the ¼ % increase due to Michigan’s economic conditions and a review of the historical data.
4P2	State/Local Administrative Data	BLS data and some state programs linked to number of students that received at least one occupational award by CIP code (2000) for 2005-2006. Negotiated to remain at 14.25% rather than the ¼% increase due to Michigan’s economic conditions and a more realistic analysis of community college performance.

## E. Improvement Strategies

### Secondary

Several reports have been developed, including three-year comparative reports that outline by core performance indicator regions, local educational agencies, or CIP programs that show a need for improvement. OCTP staff and regional administrators are able to review several levels by region, CEPD, district, and building of data that describe overall student performance and special population performance by core performance indicator. The reports are used by state staff and local educational agencies for analysis and identification of program areas in need of improvement. Grant year 2005-06 data reports will be distributed to regional staff at our Perkins grant dissemination meeting on January 24, 2007, as was done in January 2006.

Michigan has continued their efforts to implement and develop materials that support the National Career Cluster project and it’s implementation in Michigan high schools and career centers (see earlier information in Section B).

In January of 2006, using competitive grant funds, postsecondary institutions worked with secondary partners to use career cluster knowledge and skills. The purpose was to improve and enhance postsecondary transition from secondary education. The expected outcome is an increase in students' articulating credits and completing occupational goals.

Beginning in the fall of 2006, CTE data collection (CTEIS) became web-based. The system maintains all of the customized report options and edits/edit reports. Error checking/warning feature enhancements and educational agencies' immediate verification for submission accuracy will increase data quality. The program vendor provides training for CTEIS users for all required reports. There is a CTEIS help desk e-mail address, a CTEIS listserve and a toll-free number for troubleshooting and technical assistance.

CTE data is part of a Michigan Pre- K-20 Data Design Project kicked off on October 21, 2005 and is expected to be completed in five years. The primary project purposes are:

- To identify the data collection systems that will feed data to a state decision support system (DSS)
- To capture the necessary information about these data collection systems and their data to build a DSS solution set

The benefits of the DSS will be:

- A tool set that will enable more extensive data-driven decision making within Michigan schools and education/training programs
- A comprehensive, statewide view and responsibility for educational/training data management
- A centralized/integrated/authoritative service for the collection, analysis, and dissemination of system-wide educational/training data
- A process that will enable and assist source system data providers in the clean-up of their own operational data
- A mechanism for statewide compliance with state and federal programs and/or mandates, including the NCLB Act of 2001
- Improve data quality and reduce data redundancy

DSS governance includes the direct involvement of agency executive management and those with responsibility (i.e. the system "owners" and data stewards) for the day-to-day collection and maintenance of individual agency transactional/program-based data. There are three governance tiers:

- 1) Strategic level - *Data Policy Committee (DPC)* comprised of appropriate state agency executive management stakeholders.
- 2) Tactical level – *Data Managers Working Group (DMWG)* comprised of those parties primarily responsible for Michigan education agency system of record, including student information, assessment, certification, financial, human resources, etc.
- 3) Operational level – *DSS Implementation Team (DSSIT)* comprised primarily of the Center for Educational Performance (CEPI) and Department of Information Technology (DIT) personnel.

OCTP staff persons are active members of the DMWG and the Bureau is represented on the Data Policy Committee. This will ensure appropriate CTE data inclusion in the K-20 Data Warehouse project.

Valid unique identifier codes (UICs) were mandatory in 2005-06 for all CTE student data collection. UICs will enable student information collected in CTEIS to be linked/matched with other education data not collected in CTEIS. This will reduce data collection duplication across state departments and increase data accuracy. This is particularly important when calculating core performance indicators which requires data not directly collected by OCTP.

Eventually CTEIS will cease to collect core student demographics data, but will link via UICs to CEPI student demographics. CTEIS non-demographics data would only be collected directly by OCTP. Each region will continue to be required to address Core Performance Indicator deficiencies and review their current state plan in their Perkins applications. In addition, regions will continue to be required to fund special populations activities when any CPI target is not met for two years.

OCTP will continue to provide technical assistance to the regions including those that have and have not met their core performance indicator targets. In addition to ongoing phone/e-mail/mail assistance, OCTP staff is conducting a Data Quality Workshop in 2007. This workshop will target changes in accountability requirements under Perkins IV. Data challenges resulting from a national standardization of key definitions, additional Tech Prep indicator requirements, and coordination with No Child Left Behind accountability provisions will be discussed. Next steps for addressing all challenges in a timely manner will be developed.

The Technical Review, Assistance and Compliance (TRAC) monitoring system visits have been primary sources of data quality assistance to the regions. The TRAC process provides regions individualized assistance with specific grant, fiscal, data, and CIP programmatic problems identified during the data verification and desk audit. OCTP will continue to visit 20% of the regions annually and will continue to require local self-assessment of state-approved programs (CIP Self Review, whereby 20% of a region's state-approved CIP programs must be reviewed annually).

The replacement of the Michigan Educational Assessment Program (MEAP) for assessing student academic achievement in 2007 with the Michigan Merit Exam will impact the data used for calculation of CPI 1S1. The first Michigan Merit Exam is scheduled to be administered in March 2007. The Merit Exam includes ACT and WorkKeys plus three other subject exams.

### **Postsecondary**

Edit checks and preliminary data reports by community colleges were generated for each of the indicators. Four comparative reports and the number of awards conferred in nontraditional programs compared to the number of students having received awards in nontraditional programs are two examples. Once the data are verified and colleges are able to compare their results for 2005-06 with data for 2004-05, they are asked to review their five-year plans. If need be, they are encouraged to update their plans to focus on those areas requiring improvement. All data are compiled via a web-based data collection system, which allows for rapid processing of state data. Colleges will continue to look at ways to gather better and more complete placement data during the coming years. Michigan community colleges are required to evaluate one-fifth of their programs every five years. The Core Indicators are required to become part of their local evaluations. Colleges must explain how the Core Indicators will affect program improvement for their specific programs.

Enhancements have been made to the online grant management process. This online format allows for a better, more continuous tracking mechanism for core indicator data and provides a vehicle for technical assistance. All colleges used the online grant application system to complete the 2005-06 grant closeout requirements.

This year, Michigan has successfully met all of its core performance indicators. In an effort to continue improvement and maintain the achievements made, our plan is as follows:

**Best Practice Website** – The Community College Services Unit (CCSU) will continue enhancements to the existing website to include various resources for educators statewide. The intent is to display best practices that may serve as models for other community colleges to improve their core indicator performance. This third year will include revisits to past best practices to see where they are now and is also projected to look at successful practices at re-employment educational needs, entrepreneurship, and advanced technology.

**Critical Thinking** – The CCSU will continue to sponsor a workshop on critical thinking skills. This year, an increased effort will be placed on process-driven outcomes and transferability of skills to multiple topic areas.

**Summer Data Workshop** – A summer data workshop is planned to orient the community colleges to the changes required with the new Perkins legislation. Efforts will be made to assist the colleges in better planning using historical data and improvements in plan development. Part of this transition includes more of a focus on data-driven expectations and results.

**Special Populations Support** – Community colleges that did not meet the state level of performance for nontraditional participation will be requested to focus Perkins dollars toward special populations services for nontraditional students and will receive increased technical assistance to explore different means to improve their results. Additionally, workshops will be held that will provide the opportunity for the community colleges to learn how to do a self-assessment on nontraditional concerns. The goal is to provide the colleges with additional knowledge and skills needed to help recruit and retrain learners preparing for nontraditional occupations.

**Technical Assistance** – Throughout the year, the staff of the CCSU will continue to provide technical assistance on all of the core performance indicators. Increased focus on solid program evaluation and how this should drive their annual plan will be emphasized.

## **Monitoring Follow-Up**

Non-Applicable

## **VI. Workforce Investment Act (WIA Incentive Grant Award Results**

The state of Michigan's Workforce Incentive Grant for Program Year 2003 performance is comprised of projects designed to help Reshape Michigan's Workforce - F.I.R.S.T. Robotics Competitions, Comprehensive Employment Basic Skills/Soft Skills Curriculum, and Increasing Community College Articulation through the Career Clusters. Benefits are anticipated for employers, workers, job seekers and students as a result of this Incentive Grant.

WIA Incentive Award dollars will be used the next three years to support the regional F.I.R.S.T. competitions in Grand Rapids, Ann Arbor and Detroit. We collaborated with MDE and F.I.R.S.T. representatives and were successful in keeping \$150,000 in the State School Aid budget that will help support new local school district teams by assisting with start-up costs.

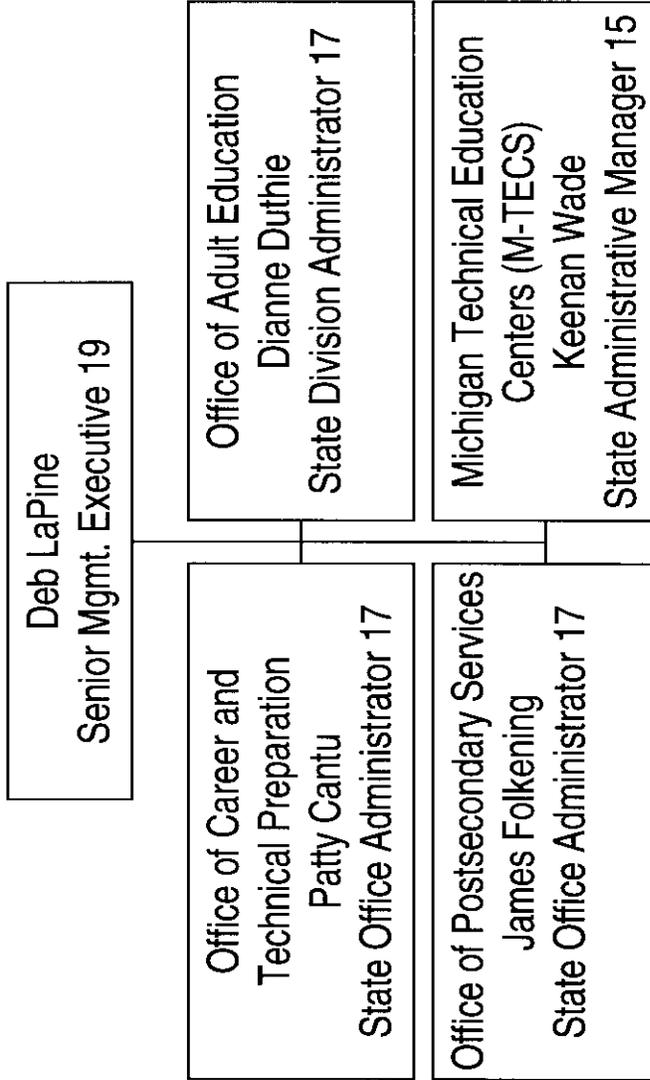
Of the total Incentive Grant, the Community College Services Unit awarded \$397,721, and an additional \$64,800 in Perkins funds, to ten community colleges and two four-year universities to increase articulation through the implementation of Career Clusters and increase student success in postsecondary education and employment. The following criteria were used to evaluate the applications:

- Past efforts that led to successful implementation of aligned and articulated programs
- Ability of the college to build capacity through partnerships within the region that would support aligned and articulated programs using the 16 Career Clusters
- Feasibility of the action plan activities
- Appropriateness of professional and curriculum development activities
- Best practices that could be replicated throughout the state
- Reasonableness of the budget in relation to the action plan

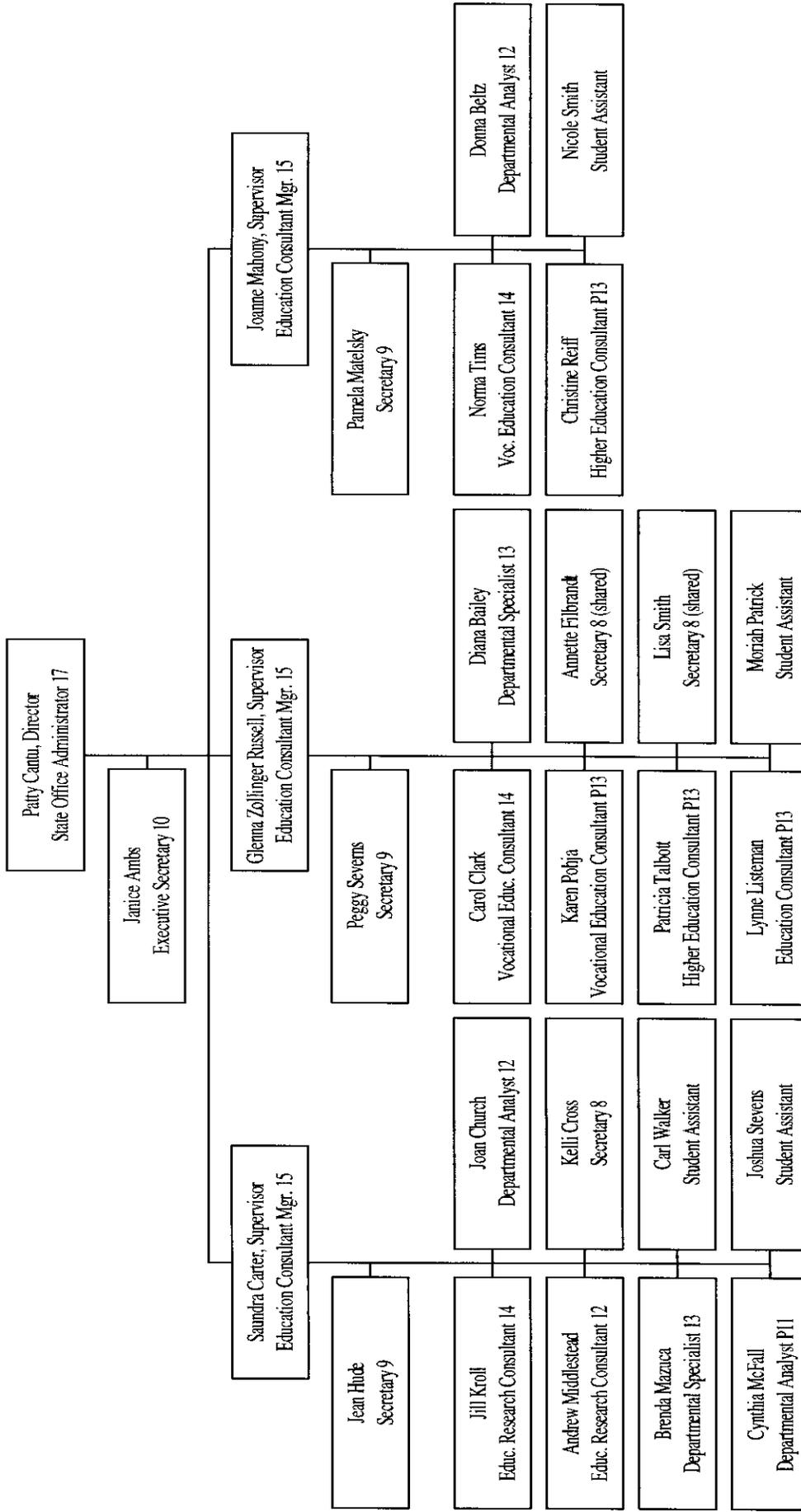
The CCSU and the Office of Career and Technical Preparation co-sponsored a Career Clusters Implementation Workshop and videoconference to provide information and technical assistance to grant recipients and others interested in incorporating the Clusters into their curricula.

Department of Labor & Economic Growth

Bureau of Career Education

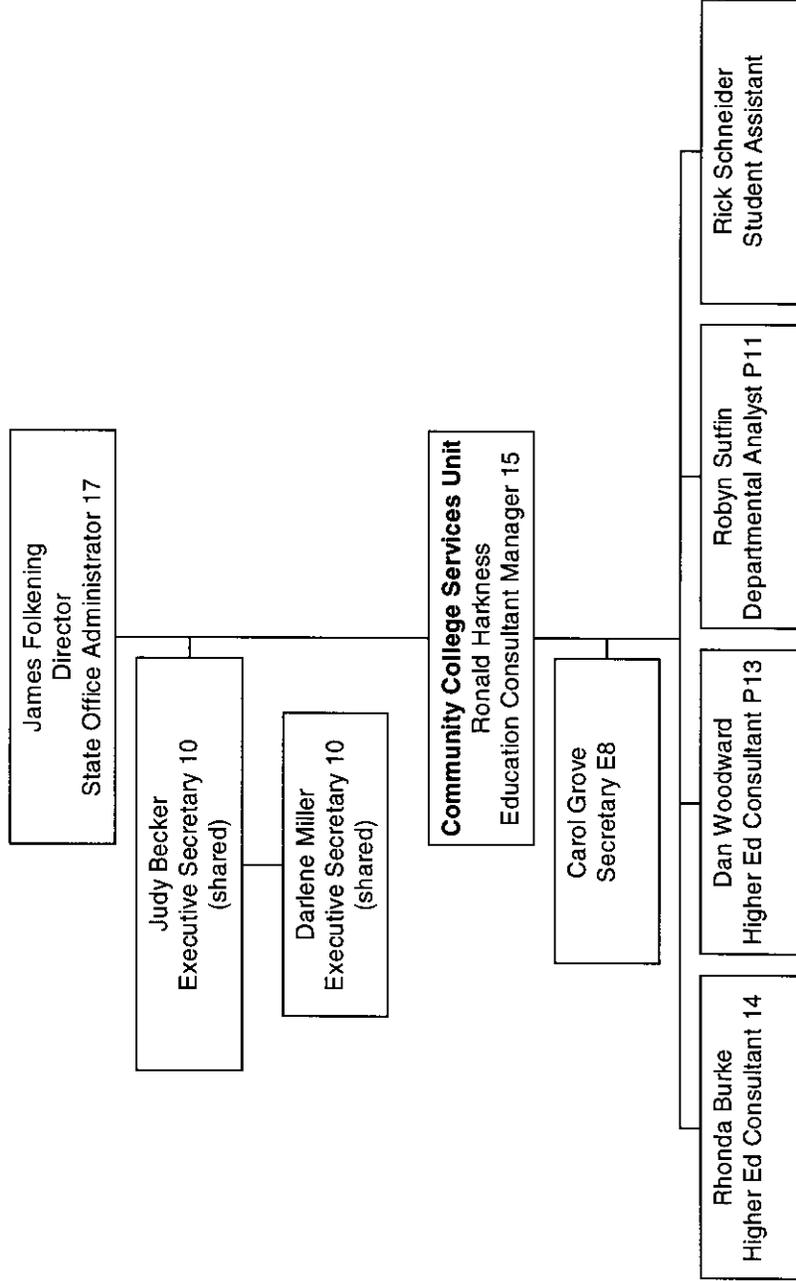


Michigan Department of Labor & Economic Growth  
Office of Career and Technical Preparation



**Department of Labor & Economic Growth**

**Office of Postsecondary Services**



**Michigan Department of Labor & Economic Growth**

(Eligible Agency for the Administration of Carl D. Perkins Funds)

**Bureau for Career Education**

Bureau Director – Responsible for offices of CTE secondary, postsecondary, and adult education programs.

**Office of Career and Technical Preparation**

Office Director – Serves as State Director for Career and Technical Education

Oversight and coordination of all Perkins activities:

- Office Roles and Responsibilities:
- Distribute funding to eligible secondary local agencies
- Monitor all secondary grant recipient activity
- Develop and submit all federally mandated secondary reports
- Prepare secondary components of the Consolidated Annual Report (CAR) and coordinate/submit the (CAR) for secondary/postsecondary reporting
- Coordinate State Plan development and revision for both secondary and postsecondary levels
- Collect, analyze and report on secondary data (including the Core Performance Indicators)
- Approve secondary CIP programs
- Develop, review and approve all secondary local applications for funding and end-of-year reports
- Provide continuous technical assistance to and professional development activities for secondary grant recipients

**Office of Postsecondary Services/Community College Services Unit**

Office Roles and Responsibilities:

- Distribute funding to eligible postsecondary agencies
- Monitor all postsecondary grant recipient activity
- Approve postsecondary CIP programs
- Develop, review and approve all postsecondary local applications for funding and end-of-year reports
- Collect, analyze and report on postsecondary data (including the Core Performance Indicators)
- Develop all federally mandated postsecondary reports
- Provide continuous technical assistance to and professional development activities for postsecondary grant recipients
- Develop postsecondary State Plan components

<b>REGION #:</b> _____ <b>WDB REGION NAME:</b> _____
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**MICHIGAN DEPARTMENT OF LABOR & ECONOMIC GROWTH**  
**Office of Career and Technical Preparation**  
**CAREER INITIATIVES ANNUAL APPLICATION FOR 2005-2006**  
**Due: Monday, May 2, 2005**

**SECTION I – CERTIFICATIONS**

**I certify that the Career Initiatives Annual Application for 2005-2006 and the Career Initiatives Long-Range Plan are consistent with the educational goals of the region. I certify that development and planning of the application has occurred in cooperation with all eligible participants including secondary and post-secondary educators, parents, students, representatives of business and industry, labor organizations and other interested individuals. I further certify that the Annual Application is consistent with planned goals and objectives and targets improvements as a result of reviewing the following documents:**

- Perkins Core Performance Indicator Data (January, 2005)
- Special Populations to be served (Available from the CTEIS Data System)
- Secondary CTE Perkins Long-Range Plan for 2000-2004 (as extended for 2004-2005)
- Tech Prep Long-Range Plan for 2000-2004 (as extended for 2004-2005)
- Secondary CTE Perkins End-of-Year Report Outcomes for 2003-2004
- Tech Prep End-of-Year Report Outcomes for 2003-2004
- Secondary CTE Perkins Section of CI Annual Application for 2004-2005
- Tech Prep Section of CI Annual Application for 2004-2005
- Other (List): \_\_\_\_\_

**CTE PERKINS  
GRANT CONTACT AND FISCAL AGENT INFORMATION  
FY 2005-2006**

Region No. \_\_\_\_\_ Regional Fiscal Agency Name \_\_\_\_\_

<b>CAREER INITIATIVE COORDINATOR</b>	Legal Name		
	Legal Name of Agency		
	Address		
	City	State	Zip Code
	Telephone Number	Fax Number	
	Email Address		

<b>FISCAL AGENT</b>	Legal Name		
	Superintendent		
	FEIN	Recipient/District Code	Building Code
	Address		
	City	State	Zip Code
	County	Agency Type	
	Telephone Number	Fax Number	
	Email Address		

**CTE PERKINS  
REGIONAL CTE ADMINISTRATORS  
FY 2005-2006**

Region No. \_\_\_\_\_ Regional Fiscal Agency Name \_\_\_\_\_

<b>REGIONAL CTE ADMINISTRATOR (COORDINATOR)</b>	Name		
	Legal Name of Agency		
	Address		
	City	State	Zip Code
	Telephone Number	Fax Number	
	Email Address		

<b>REGIONAL CTE ADMINISTRATOR</b>	Name		
	Legal Name of Agency		
	Address		
	City	State	Zip Code
	Telephone Number	Fax Number	
	Email Address		

<b>REGIONAL CTE ADMINISTRATOR</b>	Name		
	Legal Name of Agency		
	Address		
	City	State	Zip Code
	Telephone Number	Fax Number	
	Email Address		

## SECTION II

### FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS

#### Certification Regarding Lobbying for Grants and Cooperative Agreements

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL "Disclosure Form to Report Lobbying", in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents of all sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

#### Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion – Lower Tier Covered Transactions

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant shall attach an explanation to this proposal.

#### Assurance with Section 511 of the U.S. Department of Education Appropriation Act of 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

#### Assurance Concerning Materials Developed with Funds Awarded Under This Grant

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Career Development."

#### Assurance Concerning Non-Construction Programs

The grantee assures that compliance will be met with all related federal and state laws regarding non-construction programs.

#### Certification Regarding Nondiscrimination Under Federally and State Assisted Programs

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Labor & Economic Growth.

Recipients of federal funds are required to issue notice of nondiscrimination to applicants, participants, beneficiaries and others in a continuous manner. Regulations require that the name or title, address, and telephone number of the employee designated to coordinate compliance efforts be included. A statement of nondiscrimination must be included in any and

bulletins, announcements, publications, catalogs, applications, agreements, and recruitment materials. Additional forms of notification (publication in newspapers, cable public access, web sites, etc.) may also be used.

(See technical assistance guide for Civil Rights Compliance in Career and Technical Education, Michigan Department of Career Development, Revised April 2002)

#### Assurance Regarding Access to Records and Financial Statements

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

#### Audit Requirements

All grant recipients that receive \$500,000 or more in federal funds from all sources are required to have an audit performed in compliance with the Single Audit Act. *(Effective January, 2004)*

#### Certification Regarding Title II of the Americans With Disabilities Act (ADA), P.L. 101-332, State and Local Government Services (for Title II applicants only)

The Americans with disabilities act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

#### Certification Regarding Title III of the Americans With Disabilities Act (ADA), P.L. 101-336, Public Accommodations and Commercial Facilities (for Title III applicants only)

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Labor & Economic Growth, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title II of the ADA for the program or service for which they receive a grant.

#### Certification Regarding Drug-Free Workplace Requirements

The applicant agrees to comply with the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85.605 and 85.610.

#### Participation of Non-Public Schools

The applicant assures that private non-profit schools have been invited to participate in the grant program and participating schools have been consulted in assessing needs, planning, and implementing the activities of this application. The applicant shall maintain continuing administrative control and direction over funds and property that benefits students enrolled in private schools.

The regional fiscal agents are required to keep information on file and up-to-date pertaining to nonpublic school students including: (1) the number of students enrolled in private schools who have been identified as eligible to receive benefits under the program, (2) the number of students enrolled in private schools who will receive benefits under the program, (3) the basis the applicant used to select the students, and (4) the places and times that the students will receive benefits under the program. Please complete the assurance of participation of private non-profit schools on page 8 of this application.

### Specific Assurances

- (1) Supplementary services shall be provided to students who are members of special populations, including, with respect to individuals with disabilities —
  - (a) curriculum modification;
  - (b) equipment modification;
  - (c) classroom modification;
  - (d) supportive personnel; and
  - (e) instructional aides and devices.
- (2) None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisitions results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- (3) The funds received under Title I will be used to supplement state and local funds and not supplant either resource for any program, service, or activity.
- (4) All of the funds made available under this Act shall be used in accordance with the requirements of this Act. None of the funds made available under this Act may be used to provide funding under the School-to-Work Opportunities Act 1994 (20 U.S.C. 16-1 et seq.) or to carry out, through programs funded under this Act, activities that were funded under the School-To-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act.
- (5) No funds made available under this Act shall be used -
  - (a) to require any secondary school students to choose or pursue a specific path or major; and
  - (b) to mandate that any individual participate in a vocational and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
- (6) The Fiscal Agent will involve all eligible participants in the planning and development of the Secondary CTE Perkins and Tech Prep Education Application (including parents, students, representatives of business and industry, labor organizations and other interested individuals.
- (7) The Fiscal Agent shall assure that all participating local districts provide career and technical education programs that are of such size, scope and quality to bring about improvement in the quality of career and technical education programs.
- (8) Secondary Schools funded by the Bureau of Indian Affairs within Michigan shall be treated as if such schools were a local educational agency for purposes of receiving distribution funds.
- (9) Regional grant application materials, end-of-year reports, fiscal documentation (budget and expenditure detail) and data will be coordinated through the CI Coordinator in collaboration with the regional fiscal agencies and submitted to the Office of Career and Technical Preparations as one report and the original documentation will be maintained at the regional fiscal level. The original supporting documents must be kept by the fiscal agent and will be made available to the Office of Career and Technical Preparation at any time for auditing purposes.
- (10) Signed agreements from participating local education under Perkins basic grant provisions will be maintained and updated as necessary.
- (11) Accurate and timely individual student enrollment data will be provided for all state approved CTE programs for accountability and measurement purposes.
- (12) Any deviations from the approved activities or expenditures will have prior written approval from the Michigan Department of Labor & Economic Growth, Office of Career and Technical Preparation.

- (13) This application has been prepared by, or in cooperation with fiscal agency's business office. We certify that the agency records will provide a clear audit trail and accountability for report of revenues and expenditures. We also certify that accounts specified in Bulletin 1022 of the Department are in use or are clearly cross-referenced to assure uniform account classifications.
- (14) The Audit Guide, contained in Bulletin 1022, applicable Federal Rules and Regulations and the proper schedules will be provided to the agency's auditor, or in the event a schedule is not required, a statement will be included in the auditor's annual audit report.
- (15) The End-of-Year report of activities, expenditures and expenditure detail will be completed and submitted within 60 days of the program ending date. Failure to submit these reports by the designated date may result in loss of all previously allocated but not requested funds and/or the possible recovery by the State of all funds advanced on this program.
- (16) Current copies of all Articulation Agreements between members of Tech Prep Education regional consortia will be kept at the coordinating agency and will be made available upon request to the Office of Career and Technical Preparation at any time for auditing purposes.
- (17) All Tech Prep Consortium/Regional participants will review, update, and agree upon all Tech Prep articulated programs on an annual basis.
- (18) In the event that a participating education agency is delinquent in submitting required data to the fiscal agency, a specific request and deadline for the report or other required data shall be delivered in writing to the participating education agency by the fiscal agency. If the participating education agency is requested to return Career Initiatives funds received for the fiscal year, they will be prohibited from receiving any such funds in the subsequent fiscal year.
- (19) All agencies participating in CTE Perkins or Tech Prep must submit fall (VE-4483-A), spring (VE-4483-D) and end-of-year enrollment data (VE-4301) for all approved CTE programs through the OCTP Career and Technical Education Information System (CTEIS) or funds will be withheld. All agencies must conduct a student follow-up on all completers of CTE programs offered by the agency using the OCTP survey format. CTEIS data must reflect appropriate identification of special populations students and must be continually reviewed and updated to reflect current student populations. In conducting programs, all agencies must comply with the provisions of the *Michigan Carl D. Perkins State Plan and the Administrative Guide for Career and Technical Education in Michigan*.



**CTE PERKINS  
CAREER INITIATIVES EAG AND WDB CHAIRS  
FY 2005-2006**

Region No. \_\_\_\_\_ Regional Fiscal Agency Name \_\_\_\_\_

<b>CHAIR OF EDUCATION ADVISORY GROUP</b>	Name		
	Signature		Date
	Legal Name of Agency		
	Address		
	City	State	Zip Code
	Telephone Number	Fax Number	
	Email Address		

<b>CHAIR OF WORKFORCE DEVELOPMENT BOARD</b>	Name		
	Signature		Date
	Legal Name of Agency		
	Address		
	City	State	Zip Code
	Telephone Number	Fax Number	
	Email Address		

**CTE PERKINS  
CI COORDINATOR REVIEW  
FY 2005-2006**

Region No. \_\_\_\_\_ Regional Fiscal Agency Name \_\_\_\_\_

	<b>CTE Perkins Review Complete?</b>	<b>Tech Prep Review Complete?</b>
	<input type="checkbox"/>	<input type="checkbox"/>
1. Coordinator review for CTE Perkins and Tech Prep has been conducted.	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>
2. Budget with signatures has been received.	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>
3. Private-Non-Profit description has been completed.	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>
4. Long-Range Plan revisions have been provided, as needed for each initiative.	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>
5. Tech Prep program status pages have been completed.	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>
6. Required examples of 2+2 aligned curriculum and Articulation Agreements have been submitted.	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>
7. Letter of Extension for the Long-Range Plan has been received.	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>
8. One complete original application (both initiatives) with all required original signatures has been mailed by May 2, 2005.	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>

Comments:

**CTE PERKINS  
LONG-RANGE PLAN REVIEW CHECKLIST  
FY 2005-2006**

**Region No.** \_\_\_\_\_ **Regional Fiscal Agency Name** \_\_\_\_\_

**No Revisions Needed**

**Revisions to the CTE Perkins 2000-2004 Long-Range Plan**

	<b>Check If Revisions Needed</b>
1. Program Administration (Sections A-C2)	<input type="checkbox"/>
2. Coordination With Other Agency Form (Section C3)	<input type="checkbox"/>
3. Program Administration (Sections C4-C6)	<input type="checkbox"/>
4. Assurance page for all Local CTE Administrator Federal and State Regulations (completed and on file)	<input type="checkbox"/>
5. Report on Regional Activities Required (E1-E7). List individually.	<input type="checkbox"/>
6. Permissive Activities (F1-F13). List individually.	<input type="checkbox"/>
7. Accountability A-C	<input type="checkbox"/>
8. Special Populations A-E	<input type="checkbox"/>
9. Tech Prep Sections	<input type="checkbox"/>
10. Career Prep A and B and Added Cost sections	<input type="checkbox"/>
11. Fiscal Requirements A-C	<input type="checkbox"/>

**If any revisions are needed, please use the Revisions to CTE Perkins Long-Range Plan form**

**CTE PERKINS  
CTE PERKINS COORDINATOR REVIEW  
FY 2005-2006**

**Region No.** \_\_\_\_\_ **Regional Fiscal Agency Name** \_\_\_\_\_

**CTE Perkins  
Review  
Complete?**

- |   |                              |
|---|------------------------------|
| 1. Individual grant activities are consistent with allowable expenditures.                    | Yes <input type="checkbox"/> |
|   | No <input type="checkbox"/>  |
| 2. Budget provides adequate budget detail and is consistent with individual grant activities. | Yes <input type="checkbox"/> |
|   | No <input type="checkbox"/>  |
| 3. Private Non-Profit description is adequate.  | Yes <input type="checkbox"/> |
|   | No <input type="checkbox"/>  |
| 4. Long-Range Plan revisions have been provided as needed.                                    | Yes <input type="checkbox"/> |
|   | No <input type="checkbox"/>  |
| 5. Letter requesting one-year extension to the CTE Perkins Long-Range Plan.                   | Yes <input type="checkbox"/> |
|   | No <input type="checkbox"/>  |

The completed CTE Perkins portion of the Career Initiative Grant must be submitted to the Career Initiative Coordinator in your region in time to be submitted to the Office of Career and Technical Preparation by May 2, 2005.

**CTE PERKINS**

**REVISIONS TO CTE PERKINS LONG-RANGE PLAN  
FY 2005-2006**

**Region No.** \_\_\_\_\_ **Regional Fiscal Agency Name** \_\_\_\_\_

- I faxed the Long-Range Plan Activity Revision (revised section ONLY) to the Department of Labor and Economic Growth on the following date: \_\_\_\_\_ \* *If faxed, please keep the original on file.*
- I mailed the Long-Range Plan Activity Revision (revised section ONLY) to the Department of Labor and Economic Growth on the following date: \_\_\_\_\_ \* *If mailed, please mail the original and keep a copy on file.*

Type of Change:             Additional Activity             Modification of Activity             Deletion of Activity

**Rationale for Revision:**

**CTE PERKINS – REGIONAL BUDGET SUMMARY**

<b>REGION NUMBER</b>	<b>REGION NAME</b>		
Legal Name of Applicant			
<b>RECIPIENT CODE</b>	<b>GRANT NUMBER</b>	<b>PROJECT NUMBER</b>	<b>ENDING DATE</b>
		<b>PROJECT TYPE</b>	<b>FY OF APPROVED ACTIVITY</b>

FUNCTION CODE LINE NUMBER	PROGRAM CODE	CW REF	SALARIES & BENEFITS [1]	PURCHASED SERVICES [2]	SUPPLIES & MATERIALS [3]	CAPITAL OUTLAY (EQUIPMENT) [4]	OTHER EXPENSES [5]	PERKINS FUNDS [6]	NON FEDERAL FUNDS [7]	TOTAL
	<b>Required Activities</b>									
127-1	Authentic Instruction	1								
127-2	User of Technology	9								
127-3	All Aspects of Industry	10								
221-4	Program Development / Improvement	11								
221-5	Secondary/Postsecondary Aligned Curric. & Linkages	12								
221-6	Professional Development	13								
281-7	Data/Evaluation/Accountability	20								
	<b>Permissible Activities</b>									
212-8	Comprehensive Guidance & Counseling	3								
212-9	Student Support Services/Special Populations	14								
212-10	Business/Industry/Parent Involvement	15								
212-11	Career/Job Placement	16								
221-12	Career & Technical (CTE) Student Organizations	17								
212-13	Nontraditional Training	18								
226-14	Administration/Coordination	21								
	<b>TOTAL</b>									
<b>REGIONAL ALLOCATION (ESTIMATED)</b>										

\_\_\_\_\_ BUSINESS OFFICE REPRESENTATIVE

\_\_\_\_\_ PHONE

\_\_\_\_\_ PROJECT CONTACT PERSON

\_\_\_\_\_ PHONE

**CTE PERKINS 2006 BUDGET DETAIL**

**120 Added Needs**

<b>Func. Code</b>	<b>Name/Description</b>	<b>FTE</b>	<b>Hours</b>	<b>Salaries 1000</b>	<b>Benefits 2000</b>	<b>Purchased Services 3000, 4000</b>	<b>Supplies &amp; Materials 5000</b>	<b>Capital Outlay 6000</b>	<b>Other Expenses 7000</b>	<b>Total</b>
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Sub-Total

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**220 Support Services-Instructional Staff**

<b>Func. Code</b>	<b>Name/Description</b>	<b>FTE</b>	<b>Hours</b>	<b>Salaries 1000</b>	<b>Benefits 2000</b>	<b>Purchased Services 3000, 4000</b>	<b>Supplies &amp; Materials 5000</b>	<b>Capital Outlay 6000</b>	<b>Other Expenses 7000</b>	<b>Total</b>
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**CTE PERKINS 2006 BUDGET DETAIL**

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**210 Support Services-Pupil**

<b>Func. Code</b>	<b>Name/Description</b>	<b>FTE</b>	<b>Hours</b>	<b>Salaries 1000</b>	<b>Benefits 2000</b>	<b>Purchased Services 3000, 4000</b>	<b>Supplies &amp; Materials 5000</b>	<b>Capital Outlay 6000</b>	<b>Other Expenses 7000</b>	<b>Total</b>
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Sub-Total

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**220 Support Services-Instructional Staff**

<b>Func. Code</b>	<b>Name/Description</b>	<b>FTE</b>	<b>Hours</b>	<b>Salaries 1000</b>	<b>Benefits 2000</b>	<b>Purchased Services 3000, 4000</b>	<b>Supplies &amp; Materials 5000</b>	<b>Capital Outlay 6000</b>	<b>Other Expenses 7000</b>	<b>Total</b>
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Sub-Total

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Total

Allocation for Grant

**CTE PERKINS 2006 BUDGET DETAIL**

Sub-Total

Sub-Total

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**280 Support Services-Central**

Func. Code	Name/Description	FTE	Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000	Total
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**210 Support Services-Pupil**

Func. Code	Name/Description	FTE	Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000	Total
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**120 Added Needs**

Func. Code	Name/Description	FTE	Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000	Total
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CTE PERKINS  
ACTION PLAN  
FY 2005-2006

Region No. \_\_\_\_\_ Regional Fiscal Agency Name \_\_\_\_\_

Line #	Activity Category	Activities and Expected Outcomes	Core Performance Indicator (CPI)
: _____	Projected Activities	: _____	Expected Outcomes
: _____			
: _____			
: _____			
: _____			
: _____			
: _____			
: _____			
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Districts Involved

REGION #: _____
WDB REGION NAME: _____

**MICHIGAN DEPARTMENT OF LABOR & ECONOMIC GROWTH**  
**Office of Career and Technical Preparation**  
**CAREER INITIATIVES ANNUAL APPLICATION FOR 2005-2006**  
**Due: Monday, May 2, 2005**

**SECTION I – CERTIFICATIONS**

I certify that the Career Initiatives Annual Application for 2005-2006 and the Career Initiatives Long-Range Plan are consistent with the educational goals of the region. I certify that development and planning of the application has occurred in cooperation with all eligible participants including secondary and post-secondary educators, parents, students, representatives of business and industry, labor organizations and other interested individuals. I further certify that the Annual Application is consistent with planned goals and objectives and targets improvements as a result of reviewing the following documents:

- Perkins Core Performance Indicator Data (January, 2005)
- Special Populations to be served (Available from the CTEIS Data System)
- Secondary CTE Perkins Long-Range Plan for 2000-2004
- Tech Prep Long-Range Plan for 2000-2004 (as extended for 2004-2005)
- Secondary CTE Perkins End-of-Year Report Outcomes for 2003-2004
- Tech Prep End-of-Year Report Outcomes for 2003-2004
- Secondary CTE Perkins Section of CI Annual Application for 2004-2005
- Tech Prep Section of CI Annual Application for 2004-2005
- Other (List): \_\_\_\_\_

**TECH PREP  
GRANT CONTACT AND FISCAL AGENT INFORMATION  
FY 2005-2006**

Region No. \_\_\_\_\_ Regional Fiscal Agency Name \_\_\_\_\_

<b>CAREER INITIATIVE COORDINATOR</b>	Legal Name		
	Legal Name of Agency		
	Address		
	City	State	Zip Code
	Telephone Number	Fax Number	
	Email Address		

<b>FISCAL AGENCY</b>	Legal Name		
	Superintendent / President		
	Address		
	City	State	Zip Code
	County		
	Telephone Number	Fax Number	
	Email Address		

<b>REGIONAL TECH PREP FISCAL CONTACT PERSON</b>	Legal Name		
	Legal Name of Agency		
	Address		
	City	State	Zip Code
	Telephone Number	Fax Number	
	Email Address		

**TECH PREP  
REGIONAL TECH PREP COORDINATOR  
FY 2005-2006**

Region No. \_\_\_\_\_ Regional Fiscal Agency Name \_\_\_\_\_

<b>REGIONAL TECH PREP COORDINATOR (POST SECONDARY)</b>	Name		
	Agency		
	Address		
	City	State	Zip Code
	Telephone Number	Fax Number	
	Email Address		

<b>REGIONAL TECH PREP COORDINATOR (SECONDARY)</b>	Name		
	Agency		
	Address		
	City	State	Zip Code
	Telephone Number	Fax Number	
	Email Address		

**Please indicate if the Regional Tech Prep Coordinating Agency is Secondary or Post Secondary**

- Secondary
- Post Secondary

## SECTION II

### FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS

#### Certification Regarding Lobbying for Grants and Cooperative Agreements

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL "Disclosure Form to Report Lobbying", in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents of all sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

#### Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion – Lower Tier Covered Transactions

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant shall attach an explanation to this proposal.

#### Assurance with Section 511 of the U.S. Department of Education Appropriation Act of 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

#### Assurance Concerning Materials Developed with Funds Awarded Under This Grant

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Career Development."

#### Assurance Concerning Non-Construction Programs

The grantee assures that compliance will be met with all related federal and state laws regarding non-construction programs.

#### Certification Regarding Nondiscrimination Under Federally and State Assisted Programs

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or disability shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Labor & Economic Growth.

Recipients of federal funds are required to issue notice of nondiscrimination to applicants, participants, beneficiaries and others in a continuous manner. Regulations require that the name or title, address, and telephone number of the employee designated to coordinate compliance efforts be included. A statement of nondiscrimination must be included in any and

bulletins, announcements, publications, catalogs, applications, agreements, and recruitment materials. Additional forms of notification (publication in newspapers, cable public access, web sites, etc.) may also be used.

(See technical assistance guide for Civil Rights Compliance in Career and Technical Education, Michigan Department of Career Development, Revised April 2002)

#### Assurance Regarding Access to Records and Financial Statements

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

#### Audit Requirements

All grant recipients that receive \$500,000 or more in federal funds from all sources are required to have an audit performed in compliance with the Single Audit Act. *(Effective January, 2004)*

#### Certification Regarding Title II of the Americans With Disabilities Act (ADA), P.L. 101-332, State and Local Government Services (for Title II applicants only)

The Americans with disabilities act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

#### Certification Regarding Title III of the Americans With Disabilities Act (ADA), P.L. 101-336, Public Accommodations and Commercial Facilities (for Title III applicants only)

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Labor & Economic Growth, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title II of the ADA for the program or service for which they receive a grant.

#### Certification Regarding Drug-Free Workplace Requirements

The applicant agrees to comply with the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85.605 and 85.610.

#### Participation of Non-Public Schools

The applicant assures that private non-profit schools have been invited to participate in the grant program and participating schools have been consulted in assessing needs, planning, and implementing the activities of this application. The applicant shall maintain continuing administrative control and direction over funds and property that benefits students enrolled in private schools.

The regional fiscal agents are required to keep information on file and up-to-date pertaining to nonpublic school students including: (1) the number of students enrolled in private schools who have been identified as eligible to receive benefits under the program, (2) the number of students enrolled in private schools who will receive benefits under the program, (3) the basis the applicant used to select the students, and (4) the places and times that the students will receive benefits under the program. Please complete the assurance of participation of private non-profit schools on page 8 of this application.

### Specific Assurances

- (1) Supplementary services shall be provided to students who are members of special populations, including, with respect to individuals with disabilities —
  - (a) curriculum modification;
  - (b) equipment modification;
  - (c) classroom modification;
  - (d) supportive personnel; and
  - (e) instructional aides and devices.
- (2) None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisitions results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- (3) The funds received under Title I will be used to supplement state and local funds and not supplant either resource for any program, service, or activity.
- (4) All of the funds made available under this Act shall be used in accordance with the requirements of this Act. None of the funds made available under this Act may be used to provide funding under the School-to-Work Opportunities Act 1994 (20 U.S.C. 16-1 et seq.) or to carry out, through programs funded under this Act, activities that were funded under the School-To-Work Opportunities Act of 1994, unless the programs funded under this Act serve only those participants eligible to participate in the programs under this Act.
- (5) No funds made available under this Act shall be used -
  - (a) to require any secondary school students to choose or pursue a specific path or major; and
  - (b) to mandate that any individual participate in a vocational and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
- (6) The Fiscal Agent will involve all eligible participants in the planning and development of the Secondary CTE Perkins and Tech Prep Education Application (including parents, students, representatives of business and industry, labor organizations and other interested individuals.
- (7) The Fiscal Agent shall assure that all participating local districts provide career and technical education programs that are of such size, scope and quality to bring about improvement in the quality of career and technical education programs.
- (8) Secondary Schools funded by the Bureau of Indian Affairs within Michigan shall be treated as if such schools were a local educational agency for purposes of receiving distribution funds.
- (9) Regional grant application materials, end-of-year reports, fiscal documentation (budget and expenditure detail) and data will be coordinated through the CI Coordinator in collaboration with the regional fiscal agencies and submitted to the Office of Career and Technical Preparations as one report and the original documentation will be maintained at the regional fiscal level. The original supporting documents must be kept by the fiscal agent and will be made available to the Office of Career and Technical Preparation at any time for auditing purposes.
- (10) Signed agreements from participating local education under Perkins basic grant provisions will be maintained and updated as necessary.
- (11) Accurate and timely individual student enrollment data will be provided for all state approved CTE programs for accountability and measurement purposes.
- (12) Any deviations from the approved activities or expenditures will have prior written approval from the Michigan Department of Labor & Economic Growth, Office of Career and Technical Preparation.

- (13) This application has been prepared by, or in cooperation with fiscal agency's business office. We certify that the agency records will provide a clear audit trail and accountability for report of revenues and expenditures. We also certify that accounts specified in Bulletin 1022 of the Department are in use or are clearly cross-referenced to assure uniform account classifications.
- (14) The Audit Guide, contained in Bulletin 1022, applicable Federal Rules and Regulations and the proper schedules will be provided to the agency's auditor, or in the event a schedule is not required, a statement will be included in the auditor's annual audit report.
- (15) The End-of-Year report of activities, expenditures and expenditure detail will be completed and submitted within 60 days of the program ending date. Failure to submit these reports by the designated date may result in loss of all previously allocated but not requested funds and/or the possible recovery by the State of all funds advanced on this program.
- (16) Current copies of all Articulation Agreements between members of Tech Prep Education regional consortia will be kept at the coordinating agency and will be made available upon request to the Office of Career and Technical Preparation at any time for auditing purposes.
- (17) All Tech Prep Consortium/Regional participants will review, update, and agree upon all Tech Prep articulated programs on an annual basis.
- (18) In the event that a participating education agency is delinquent in submitting required data to the fiscal agency, a specific request and deadline for the report or other required data shall be delivered in writing to the participating education agency by the fiscal agency. If the participating education agency is requested to return Career Initiatives funds received for the fiscal year, they will be prohibited from receiving any such funds in the subsequent fiscal year.
- (19) All agencies participating in CTE Perkins or Tech Prep must submit fall (VE-4483-A), spring (VE-4483-D) and end-of-year enrollment data (VE-4301) for all approved CTE programs through the OCTP Career and Technical Education Information System (CTEIS) or funds will be withheld. All agencies must conduct a student follow-up on all completers of CTE programs offered by the agency using the OCTP survey format. CTEIS data must reflect appropriate identification of special populations students and must be continually reviewed and updated to reflect current student populations. In conducting programs, all agencies must comply with the provisions of the *Michigan Carl D. Perkins State Plan and the Administrative Guide for Career and Technical Education in Michigan*.



**TECH PREP  
CAREER INITIATIVES EAG AND WDB CHAIRS  
FY 2005-2006**

Region No. \_\_\_\_\_ Regional Fiscal Agency Name \_\_\_\_\_

<b>CHAIR OF EDUCATION ADVISORY GROUP</b>	Name		
	Signature		Date
	Legal Name of Agency		
	Address		
	City	State	Zip Code
	Telephone Number	Fax Number	
	Email Address		

<b>CHAIR OF WORKFORCE DEVELOPMENT BOARD</b>	Name		
	Signature		Date
	Legal Name of Agency		
	Address		
	City	State	Zip Code
	Telephone Number	Fax Number	
	Email Address		

**TECH PREP  
CI COORDINATOR REVIEW  
FY 2005-2006**

Region No. \_\_\_\_\_ Regional Fiscal Agency Name \_\_\_\_\_

	<b>CTE Perkins Review Complete?</b>	<b>Tech Prep Review Complete?</b>
	<input type="checkbox"/>	<input type="checkbox"/>
1. Coordinator review for CTE Perkins and Tech Prep has been conducted.	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>
2. Budget with signatures has been received.	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>
3. Private-Non-Profit description has been completed.	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>
4. Long-Range Plan revisions have been provided, as needed for each initiative.	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>
5. Tech Prep program status pages have been completed.	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>
6. Required examples of 2+2 aligned curriculum and Articulation Agreements have been submitted.	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>
7. Letter of Extension for the Long-Range Plan has been received.	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>
8. One complete original application (both initiatives) with all required original signatures has been mailed by May 2, 2005.	Yes <input type="checkbox"/>	Yes <input type="checkbox"/>
	No <input type="checkbox"/>	No <input type="checkbox"/>

Comments:

**TECH PREP  
COORDINATING AGENT REVIEW  
FY 2005-2006**

**Region No.** \_\_\_\_\_ **Regional Fiscal Agency Name** \_\_\_\_\_

- |  | <b>Tech Prep Review<br/>Complete?</b>                    |
|--|--|
| 1. Individual grant activities are consistent with allowable expenditures.                           | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 2. Budget provides adequate budget detail and is consistent with individual grant activities.        | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 3. Private Non-Profit description is adequate.   | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 4. Long-Range Plan revisions have been provided as needed.   | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 5. Technical Preparation Status for 2005-2006 has been reviewed and data has been revised as needed. | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 6. Letter requesting one-year extension to the Tech Prep Long-Range Plan.                            | Yes <input type="checkbox"/> No <input type="checkbox"/> |

**TECH PREP  
LONG-RANGE PLAN REVIEW CHECKLIST  
FY 2005-2006**

Region No. \_\_\_\_\_ Regional Fiscal Agency Name \_\_\_\_\_

**No Revisions Needed**

**Revisions to the Tech Prep 2000-2004 Long-Range Plan**

	<b>Check If Revisions Needed</b>
1. Tech Prep Consortium Articulation Agreements	<input type="checkbox"/>
2. Tech Prep Program Structure	<input type="checkbox"/>
3. Attainment of Academic Standards	<input type="checkbox"/>
4. In-service Training for Teachers	<input type="checkbox"/>
5. Training Program for Counselors	<input type="checkbox"/>
6. Special Populations	<input type="checkbox"/>
7. Preparatory Services	<input type="checkbox"/>
8. Effective employment activities or linkage to baccalaureate degree programs	<input type="checkbox"/>
9. Development in consultation with business, industry, high education, and labor	<input type="checkbox"/>
10. School drop-out prevention and re-entry and the needs of Special Population	<input type="checkbox"/>
11. Provision of education and training in skills and areas with significant workforce shortages	<input type="checkbox"/>
12. Helping students meet high academic and employment competencies	<input type="checkbox"/>
13. Identification of involvement of business, industry, and labor in curriculum and career development and work-based learning	<input type="checkbox"/>
14. How the Michigan Curriculum Frameworks Accountability Standards and Benchmarks will be implemented with Tech Prep curricula	<input type="checkbox"/>

**If any revisions are needed, please use the Revisions to Tech Prep Long-Range Plan form**

**TECH PREP  
REVISIONS TO TECH PREP LONG-RANGE PLAN  
FY 2005-2006**

**Region No.** \_\_\_\_\_ **Regional Fiscal Agency Name** \_\_\_\_\_

- I faxed the Long-Range Plan Activity Revision (revised section ONLY) to the Department of Labor and Economic Growth on the following date: \_\_\_\_\_ \* *If faxed, please keep the original on file.*
- I mailed the Long-Range Plan Activity Revision (revised section ONLY) to the Department of Labor and Economic Growth on the following date: \_\_\_\_\_ \* *If mailed, please mail the original and keep a copy on file.*

Type of Change:             Additional Activity             Modification of Activity             Deletion of Activity

**Rationale for Revision:**



**TECH PREP 2006 BUDGET DETAIL  
FOR OTTAWA AREA ISD:**

**120 Added Needs**

Func. Code	Name/Description	FTE	Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000	Total
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**220 Support Services-Instructional Staff**

Func. Code	Name/Description	FTE	Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000	Total
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**TECH PREP 2006 BUDGET DETAIL  
FOR OTTAWA AREA ISD:**

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**280 Support Services-Instructional Staff**

Func. Code	Name/Description	FTE	Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000	Total
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**220 Support Services-Instructional Staff**

Func. Code	Name/Description	FTE	Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000	Total
------------	------------------	-----	-------	------------------	------------------	-------------------------------------	---------------------------------	------------------------	---------------------------	-------

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**TECH PREP  
ACTION PLAN  
FY 2005-2006**

Region No. \_\_\_\_\_ Regional Fiscal Agency Name \_\_\_\_\_

Line #	Activity Category	Activities and Expected Outcomes	Core Performance Indicator (CPI)				
: _____		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Projected Activities</th> <th style="width: 50%;">Expected Outcomes</th> </tr> </thead> <tbody> <tr> <td style="height: 500px; vertical-align: top;">: _____</td> <td style="vertical-align: top;">: _____</td> </tr> </tbody> </table>	Projected Activities	Expected Outcomes	: _____	: _____	
Projected Activities	Expected Outcomes						
: _____	: _____						
<b>Districts Involved</b>							





## CCSU Applications

The purpose of the Carl D. Perkins Vocational and Technical Education Act of 1998, Public Law 105-332, Perkins III, is to develop more fully the academic, vocational, and technical skills of postsecondary students who elect to enroll in vocational and technical education programs. Use the Local Annual Application to request funding under the Act. Funds may be expended only for purposes allowable under Perkins III.

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2005-06 PERKINS  
LOCAL ANNUAL APPLICATION  
FOR PROGRAM IMPROVEMENT ACTIVITIES

# VTCC Applications: Local Annual (TBD/918016) 2005-06

## PART 1. ASSURANCES AND CERTIFICATIONS

**A1. Title IX of the Education Amendments of 1972 (Discrimination on the Basis of Sex)**

Yes:  No:

**A2. Section 504 of the Rehabilitation Act of 1973 (Handicap)**

Yes:  No:

**A3. Title VI of the Civil Rights Act of 1964 (Race, Color, National Origin)**

Yes:  No:

**A4. Age Discrimination Act of 1975**

Yes:  No:

### Criteria

1.. Have all of the following **Civil Rights Assurances** been checked:

Yes:  No:

a.. Title IX of the Education Amendments of 1972 (Gender)

Yes:  No:

b.. Section 504 of the Rehabilitation Act of 1973 (Handicap)

Yes:  No:

c.. Title VI of the Civil Rights Act of 1964 (Race, Color, National Origin)

Yes:  No:

d.. Age Discrimination Act of 1975

Yes:  No:

## PART 1. ASSURANCES AND CERTIFICATIONS

**B-T.**

**B.**Funds received under the Act will be used only for such activities as identified in Part C (Local Provisions), Section 135 of Perkins III, and as described in the Michigan Carl D. Perkins State Plan 2000-2004.

**C.**The college will make provision for such fiscal control and fund accounting procedures as may be necessary to secure proper disbursement of, and accounting for, federal funds paid to the college.

**D.**The college will provide for methods of administration necessary for the proper and efficient administration of funds received under the Act.

**E.**Personnel Qualifications: All relevant definitions are found in Section 6.0 of the Deans Guide. Community College Instructors - Each person teaching a specialty course in a state-approved occupational education program on which federal allocation is based shall have a minimum of two years of work experience in the specific occupational area or in a directly related career field. When a license is required in a specialized field, this license must be obtained prior to employment and remain current during employment.

**F.**The college will provide an occupational program that is of such size, scope, and quality as to bring about improvement

in the quality of occupational programs.

**G.**The college will provide evidence upon request assuring appropriate college methods for the joint planning and coordination of programs carried out under Perkins III with other federal education programs, such as those specified under the Workforce Investment Act of 1998 (JTPA and Adult Education), the Rehabilitation Act of 1973 as amended by the Workforce Investment Act of 1998, and the Elementary and Secondary Education Act (ESEA) of 1965 as amended by the Improving America's Schools Act of 1994.

**H.**Federal funds received under the Act will be so used as to supplement and, to the extent practicable, increase the amount of state and local funds that would in the absence of such federal funds be made available for the uses specified in the Act, and in no case supplant such state or local funds.

**I.**The college will provide the Michigan Department of Labor & Economic Growth with the necessary occupational education information to reasonably carry out its function under the Act.

**J.**The college will provide Perkins Core Indicator data in a timely manner and assure that it is as accurate and reliable as possible and follows the appropriate guidelines and definition as set forth in the Deans Guide, Section 2.4.

**K.**It is the policy of the college that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or disability, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U. S. Department of Education or the Michigan Department of Labor & Economic Growth.

**L.**The college will provide evidence upon request assuring compliance with the federal assurance regarding Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion - Lower Tier Covered Transactions. The prospective lower tier participant (i.e., the college) certifies by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

**M.**The college will provide evidence upon request assuring compliance with Certification Regarding Lobbying for Grants and Cooperative Agreements. No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying", in accordance with its instructions. The college shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

**N.**The college will provide evidence upon request assuring compliance with Section 511 of the U. S. Department of Education Appropriation Act of 1990. When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by non-governmental sources.

**O.**The college will provide evidence upon request assuring compliance with Assurance Concerning Materials Developed with Funds Awarded Under this Grant. The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this grant program, including reports, films, brochures, and flyers: These materials were developed under a grant awarded by the Michigan State Administrative Board

and the Michigan Department of Labor & Economic Growth.

**P. Audit Requirements - All grant recipients receiving \$300,000 or more in federal funds from all sources are required to have an audit performed in compliance with the Single Audit Act. (Effective November 1996)**

**Q. The college will provide evidence upon request assuring compliance with Certification Regarding Title II of the Americans with Disabilities Act (ADA), P.L. 101-336, State and Local Government Services (for Title II applicants only). The Americans with Disabilities Act provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.**

**R. The college self-study and implementation plan is available for public review as specified under the Americans with Disabilities Act of 1990, Public Law 101-336.**

**S. The college will provide evidence upon request assuring compliance with Certification Regarding Title III of the Americans with Disabilities Act, P.L. 101-336, Public Accommodations and Commercial Facilities (for Title III applicants only). The Americans with Disabilities Act provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Labor & Economic Growth, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title II of the ADA for the program or service for which they receive a grant.**

**T. The college assures that records of time distribution will be maintained for employees who perform functions chargeable to both federal and non-federal assistance. A system will be in place to assure that time charged to an activity is accurate. (See Section 11.0 of the Deans Guide.)**

**Click Yes to agree to assurances B-T.**

Yes:  No:

#### Criteria

1.. Did the college mark a response?

Yes:  No:

#### PART 1. ASSURANCES AND CERTIFICATIONS

**I certify that the information in this plan as submitted to the Michigan Department of Labor & Economic Growth is correct and consistent with the Deans Guide to Federally Reimbursed Community College Occupational and Technical Education Programs, the Michigan Carl D. Perkins State Plan 2000-2004, and the Carl D. Perkins Vocational and Technical Education Act of 1998 (PL 105-332).**

**I certify that the information submitted regarding the purchase and use of instructional equipment is accurate and complete to the best of my knowledge.**

I certify that the submission of all reports (including final reports), applications, and other documents required by the Michigan Department of Labor & Economic Growth will comply with the requirements in or revisions of the Deans Guide in effect on July 1 of the fiscal year.

Click here to certify that the signature page has been printed, signed and mailed to the address on the top of the form or faxed to 517.373.2759:

Certify -

**Criteria**

2.. Have dated signatures of the college president, occupational education, and special populations contact persons been included under <input type="checkbox"/> College Certifications?  Yes: <input checked="" type="radio"/> No: <input checked="" type="radio"/>
3.. Has dated signature of the education advisory group chairperson been Included under <input type="checkbox"/> Education Advisory Group Certification?  Yes: <input checked="" type="radio"/> No: <input checked="" type="radio"/>
4.. Did the college include a copy of the catalog?  Yes: <input checked="" type="radio"/> No: <input checked="" type="radio"/>

**PART 2. PROGRAM EVALUATION**

Evaluation Schedules must be updated when the Program Inventory is updated in October.

Summary Reports are required to be submitted to the state June 30 of the year in which programs were scheduled for evaluation. Download the report from the MCCNet web site at <http://www.michigancc.net/appfr/fr/>.

Check here to acknowledge requirements. -

**Criteria**

1.. Has the college submitted their Summary Report?  Yes: <input checked="" type="radio"/> No: <input checked="" type="radio"/>
---

**PART 3. LOCAL IMPROVEMENT PLAN**

1.

**Perkins III, Section 134 - Local Plan**

Describe how you ensure that students who participate in such occupational education programs are taught to the same challenging academic proficiencies as are taught for all other students.

**Criteria**

1.. Did the college describe the type of system it will use to ensure that occupational students will be taught to the same academic proficiencies as all other students during the 2004 grant period?

Yes:  No:

**PART 3. LOCAL IMPROVEMENT PLAN**

**2. Describe how students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals will be involved in the development, implementation, and evaluation of occupational education programs assisted under this title.**

**Criteria**

2.. Did the college explain how it selects members for its advisory committee and how it will ensure that membership from special populations is maintained during the 2004 grant period?

Yes:  No:

**PART 3. LOCAL IMPROVEMENT PLAN**

**3. Describe how students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals will be effectively informed about and assisted in understanding the requirements of Perkins III.**

**Criteria**

3.. Did the college adequately describe the process it will use during 2004 to inform advisory committee members about the requirements of Perkins III?

Yes:  No:

**PART 3. LOCAL IMPROVEMENT PLAN**

**4. Describe how you incorporate and strengthen your partnerships with business and industry.**

**Criteria**

4a.. Did the college describe the types of partnerships it has or plans to have with business and industry (e.g. customized training, mentoring programs, internships, special programs) during 2004?

Yes:  No:

4b.. Did the college describe how it will annually review the needs of business and industry and respond to such needs during the 2004 grant year?

Yes:  No:

### PART 3. LOCAL IMPROVEMENT PLAN

**5. Describe how you will review occupational education programs. Identify and adopt strategies increasing the rates of access and success in programs for special populations to enable them to meet the state adjusted levels of performance.**

#### Criteria

5a.. Did the college describe strategies for increasing the rates of success for special populations for the 2004 grant year?

Yes:  No:

5b.. Did the college explain how these strategies will enable special populations students to meet the state adjusted levels of performance

Yes:  No:

### PART 3. LOCAL IMPROVEMENT PLAN

**6. Describe how the college will provide support services that promote inclusion and eliminate discrimination of individuals who are members of special populations.**

#### Criteria

6a.. Did the college describe its non-discrimination policy and how this relates to special populations students?

Yes:  No:

6b.. Did the college explain what steps it plans to take to ensure that special populations students are not discriminated against during the 2004 grant year?

Yes:  No:

### PART 3. LOCAL IMPROVEMENT PLAN

**7. Describe how funds will be used to promote preparation for nontraditional training and employment.**

#### Criteria

7.. Did the college describe the type of outreach activities they will utilize in order to inform students about nontraditional training and employment opportunities during the 2004 grant year?

Yes:  No:

PART 3. LOCAL IMPROVEMENT PLAN

8.

**Perkins III, Section 135 - Local Uses of Funds**

**Describe how you will strengthen the academic and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical subjects.**

**Criteria**

8a.. Did the college include a description of their process for integrating occupational and academic courses?

Yes:  No:

8b.. Did the college address how they are currently integrating the courses?

Yes:  No:

8c.. Did the college address how they plan to integrate for the 2004 planning period?

Yes:  No:

PART 3. LOCAL IMPROVEMENT PLAN

**9. Describe how you will provide students with strong experience in and understanding of all aspects of an industry.**

**Criteria**

9.. Did the college describe how they will provide students with a strong understanding of the industry in which they strive to gain employment?

Yes:  No:

PART 3. LOCAL IMPROVEMENT PLAN

**10. Describe how you will develop, improve, or expand the use of technology in vocational and technical education.**

**Criteria**

10.. Did the college describe how it currently trains occupational education personnel in the use of the state-of-the-art technology (e.g. distance learning)?  Yes: <input checked="" type="radio"/> No: <input type="radio"/>
---

**PART 3. LOCAL IMPROVEMENT PLAN**

**11. Describe how you will provide professional development programs to teachers, counselors, and administrators.**

**Criteria**

11a.. Did the college describe how it provides professional development for occupational, academic, guidance, and administrative personnel?  Yes: <input checked="" type="radio"/> No: <input type="radio"/>
11b.. Did the college describe professional development activities/events provided for occupational, academic, guidance, and administrative personnel?  Yes: <input type="radio"/> No: <input checked="" type="radio"/>

**PART 3. LOCAL IMPROVEMENT PLAN**

**12. Describe how you will develop and implement evaluations of the vocational and technical education programs carried out with funds under this title; including an assessment of how the needs of special populations are being met.**

**Criteria**

12a.. Did the college describe its evaluation process, including a description of the evaluation instruments (i.e., PROE) and involvement of advisory committees, faculty, administrators, and students?  Yes: <input type="radio"/> No: <input checked="" type="radio"/>
12b.. Did the college describe how it measures the needs of special populations and how those needs are being met?  Yes: <input checked="" type="radio"/> No: <input type="radio"/>

12c.. Did the college describe how it responds to input from evaluations to institute change as a result of evaluations results?

Yes:  No:

### PART 3. LOCAL IMPROVEMENT PLAN

**13. Describe how you will initiate, improve, expand, and modernize quality vocational and technical education programs.**

#### Criteria

13a.. Did the college explain how the market, environmental scanning, employment, and economics influence its decision as to which occupational programs it should offer, discontinue, expand and/or modernize?

Yes:  No:

13b.. Did the college adequately describe its continuous improvement strategies for the occupational programs offered?

Yes:  No:

13c.. Did the college describe how its equipment purchases help to improve and modernize its programs?

Yes:  No:

13d.. Did the college describe any relationships with businesses that provide input into providing quality occupational programs (e.g. advisory committee membership)?

Yes:  No:

### PART 3. LOCAL IMPROVEMENT PLAN

**14. Describe how you will provide services and activities that are of sufficient size, scope, and quality to be effective.**

#### Criteria

14.. Did the college describe which services (e.g. support services) and activities are offered and how they help students succeed (e.g. academically successful, retention, job placement)?

Yes:  No:

### PART 3. LOCAL IMPROVEMENT PLAN

**15. Describe how you will link secondary vocational and technical education and postsecondary vocational and technical**

education, including implementing tech prep programs.

**Criteria**

15a.. Did the college provide examples of current linkages with secondary occupational education programs?

Yes:  No:

15b.. Did the college explain how it plans to establish more and/or maintain relationships during 2004?

Yes:  No:

**PART 4. PERKINS CORE PERFORMANCE INDICATORS**

**No Core Indicator Data Available**

**1. The following initiatives to increase and strengthen the academic attainment of students enrolled in occupational programs will be undertaken in order to meet, or demonstrate continuous improvement in, the state level of performance for**

**Criteria**

1.. Did the college address the Core Indicator?

Yes:  No:

**PART 4. PERKINS CORE PERFORMANCE INDICATORS**

**No Core Indicator Data Available**

**2. The following initiatives to increase and strengthen the occupational skills of students enrolled in occupational programs will be undertaken in order to meet, or demonstrate continuous improvement in, the state level of performance for**

**Criteria**

1.. Did the college address the Core Indicator?

Yes:  No:

**PART 4. PERKINS CORE PERFORMANCE INDICATORS**

No Core Indicator Data Available

3. The following initiatives to increase the percentage of full-time, first-time, degree-seeking occupational students that receive a certificate or degree within three years will be undertaken in order to meet, or demonstrate continuous improvement in, the state level of performance for

Criteria

1.. Did the college address the Core Indicator?  Yes: <input type="radio"/> No: <input type="radio"/>
---

PART 4. PERKINS CORE PERFORMANCE INDICATORS

No Core Indicator Data Available

4. The following initiatives to increase the positive placement rate for occupational students that received a certificate or degree during the prior year will be undertaken in order to meet, or demonstrate continuous improvement in, the state level of performance for

Criteria

1.. Did the college address the Core Indicator?  Yes: <input type="radio"/> No: <input type="radio"/>
---

PART 4. PERKINS CORE PERFORMANCE INDICATORS

No Core Indicator Data Available

5. The following initiatives to increase the positive employment retention rate for occupational students will be undertaken in order to meet, or demonstrate continuous improvement in, the state level of performance for

Criteria

1.. Did the college address the Core Indicator?  Yes: <input type="radio"/> No: <input type="radio"/>
---

PART 4. PERKINS CORE PERFORMANCE INDICATORS

No Core Indicator Data Available

6. The following initiatives to increase the number of non-traditional enrollments in non-traditional programs will be undertaken in order to meet, or demonstrate continuous improvement, the state level of performance for

Criteria

1.. Did the college address the Core Indicator?  Yes: <input type="radio"/> No: <input type="radio"/>
---

PART 4. PERKINS CORE PERFORMANCE INDICATORS

No Core Indicator Data Available

7. The following initiatives to increase the number of non-traditional students that received awards in programs considered non-traditional for their gender will be undertaken in order to meet, or demonstrate continuous improvement, the state level of performance for

Criteria

1.. Did the college address the Core Indicator?  Yes: <input type="radio"/> No: <input type="radio"/>
---

PART 5. ACTIVITIES TO BE FUNDED

Default Project Name

Bud. Fed. Funds:  
\$ 0

Exp. Fed. Funds:  
\$ 0

Exp. Loc. Funds:  
\$ 0

Function Code:

900

Proposed Activities:

ewrew

Anticipated Outcomes Including Core Indicators:

Final Narrative Report:

Criteria

--

Yes:  No:

1b.. Is the Cip Code Correctly Chosen?

Yes:  No:

1c.. Is the program name filled in?

Yes:  No:

2.. Did the college explain how the anticipated outcomes will help students meet the state adjusted levels of performance for 2003-2004?

Yes:  No:

3.. Is the selected Function Code appropriate for the activity?

Yes:  No:

4.. Did the college describe the equipment items to be purchased?

Yes:  No:

5.. Did the college describe how the equipment to be purchased will improve the occupational program and student success?

Yes:  No:

**PART 6. PROGRAM IMPROVEMENT FINANCIAL WORKSHEET**

Code	Salary	Benefits	Purchase Services	Supplies Materials	Capital Outlay	Other	Total	Budgeted	Expended	Expended Local Funds
								Federal Funds (Perkins)	Federal Funds (Local)	
900	0	0	0	0	0	0	0	0	0	0
901	0	0	0	0	0	0	0	0	0	0
902	0	0	0	0	0	0	0	0	0	0
903	0	0	0	0	0	0	0	0	0	0
912	0	0	0	0	0	0	0	0	0	0
913	0	0	0	0	0	0	0	0	0	0
914	0	0	0	0	0	0	0	0	0	0
915	0	0	0	0	0	0	0	0	0	0
916	0	0	0	0	0	0	0	0	0	0
917	0	0	0	0	0	0	0	0	0	0
918	0	0	0	0	0	0	0	0	0	0
919	0	0	0	0	0	0	0	0	0	0
920	0	0	0	0	0	0	0	0	0	0
921	0	0	0	0	0	0	0	0	0	0
922	0	0	0	0	0	0	0	0	0	0
<b>Totals:</b>	0	0	0	0	0	0	0	0	0	0
								<b>Federal Allocation:</b>		0

1.. Are all planned program improvement activities accurately reflected on the budget page?

Yes:  No:

**PART 7. FINAL REPORTS**

**1. Final Report for Approved Postsecondary Occupational Equipment**

**This report is only required to be filed if instructional equipment was purchased with Perkins Funds.**

**download the form here**

**URL**

Upload

**is attached**

Current File: Upload

**has been faxed on this date**

Upload

**has been mailed on this date**

Upload

**Criteria**

1. Have the requirements for Approved Postsecondary Occupational Equipment been addressed?

Yes:  No:

**PART 7. FINAL REPORTS**

**2a. Final Program Improvement Narrative Report**

**A final narrative report is required to be submitted for each approved activity by August 31.**

**Final Federal and Local Expenditures**

**Final expended federal and local funds are required to be reported. This information is submitted in Part 5 with the final narrative. The data is automatically transferred to the Program Improvement Financial Worksheet which will be your final budget. Reported expenditures must reconcile with those reported on the DS-4044 Final Expenditure Report that is completed and submitted by your business office.**

2a. (Check box to acknowledge completion) -

**2b. Final Report for Approved Postsecondary Occupational Education Equipment**

**This report is required to be filed no later than 60 days after the project year ends, or August 31, if instructional equipment was purchased with Perkins funds.**

2b. (Check box to acknowledge completion) -

**2c. Final Expenditure Report-MEIS (DS-4044)**

**This report is required to be submitted for project close out no later than 60 days after the project year ends, or August 31. The report is made available by the Michigan Department of Education on the MEIS web site at <http://www.michigan.gov/meis> when the project ending date of June 30 has occurred. If the DS-4044 is not on-line at that time, you are requested to notify the Community College Services Unit. NOTE: Grant funds cannot be encumbered after the project ending date of June 30. All encumbered funds must be spent by August 31.**

2c. (Check box to acknowledge completion) -

**2d. Assurance**

**I assure that all federal funds were expended and/or encumbered during the grant period per the approved budget.**

1d. (Check box to verify) -

**Criteria**

1. Have the requirements for the final report (completed narratives and expenditures, DS-4044 completion, and assurance checked) been addressed?

Yes:  No:



## **CCSU Applications**

Under the provisions in the Michigan State Plan 2000-2004, the Department of Labor & Economic Growth will reimburse one administrator from each community college district that will serve as the colleges liaison with the Department concerning occupational education activities. This application is used to submit the proposed liaisons qualifications for approval and to request reimbursement.

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**2005-06 PERKINS  
LOCAL LEADERSHIP APPLICATION FOR APPROVAL OF  
PERKINS LIAISON AND TO REQUEST REIMBURSEMENT**

# VTCC Applications: Local Leadership (TBD/919016) 2005-06

## PART 1 - POSITION INFORMATION AND REQUIRED QUALIFICATIONS

1a. Name of Proposed Appointee:

1b. Position Title:

1c. Employment Dates:

From date

To date

### Criteria

1a.. Is the position title of the proposed appointee stated?	Yes: <input type="radio"/>	No: <input type="radio"/>
1b.. Is the name of the proposed appointee stated?	Yes: <input type="radio"/>	No: <input type="radio"/>
1c.. Are the employment dates stated?	Yes: <input type="radio"/>	No: <input type="radio"/>

## PART 1 - POSITION INFORMATION AND REQUIRED QUALIFICATIONS

2. Proposed Appointee Education

### Criteria

2.. Has documentation been submitted verifying that the proposed appointee meets the minimum required education qualifications?	Yes: <input type="radio"/>	No: <input type="radio"/>
---	----------------------------	---------------------------

## PART 1 - POSITION INFORMATION AND REQUIRED QUALIFICATIONS

3. Proposed Appointee Experience

### Criteria

3.. Has documentation been submitted verifying that the proposed appointee meets the minimum required experience qualifications?	Yes: <input type="radio"/>	No: <input type="radio"/>
--	----------------------------	---------------------------

## PART 1 - POSITION INFORMATION AND REQUIRED QUALIFICATIONS

4. Proposed Appointee Alternate Criteria

**Criteria**

4.. Has documentation been submitted verifying that the proposed appointee meets the minimum required alternate criteria qualifications?

Yes:  No:

**PART 1 - POSITION INFORMATION AND REQUIRED QUALIFICATIONS**

**5. Line Staff Relationships**

**An Organizational Chart:**

**is attached**

Current File:

**has been faxed on this date**

**has been mailed on this date**

**has NOT been included, see description below**

**Line-Staff Relationship Description:**

**Criteria**

5.. Was an organizational Chart was received in lieu of a Line Staff relationship description?

Yes:  No:

5.. Was a description of the appointee's position and line of authority to the chief administrative officer provided?

Yes:  No:

5.. Was a description of the appointee's position in relation to other administrators provided?

Yes:  No:

5.. Was a description of the appointee's position in relation to occupational instructors provided?

Yes:  No:

**PART 2 - DUTIES AND RESPONSIBILITIES OF THE LIAISON**

**1. Intra-Agency Communication and Coordination**

**Final Narrative:**

**Intra-Agency Communication and Coordination**

**To be completed no later than 60 days after the project ending date as part of final report requirements.**

**Criteria**

1.. Are position responsibilities, including planning and supervisory duties stated in terms of general goal statements? Yes: <input type="radio"/> No: <input type="radio"/>
1.. Does each goal statement incorporate clear, specific and measurable objectives that are provided for one year? Yes: <input type="radio"/> No: <input type="radio"/>

**PART 2 - DUTIES AND RESPONSIBILITIES OF THE LIAISON**

**2. Inter-Agency Communication and Coordination**

**Final Narrative:**

**Inter-Agency Communication and Coordination**

**To be completed no later than 60 days after the project ending date as part of final report requirements.**

**Criteria**

2.. Are position responsibilities, including planning and supervisory duties stated in terms of general goal statements? Yes: <input type="radio"/> No: <input type="radio"/>
2.. Does each goal statement incorporate clear, specific and measurable objectives that are provided for one year? Yes: <input type="radio"/> No: <input type="radio"/>

**PART 2 - DUTIES AND RESPONSIBILITIES OF THE LIAISON**

**3. Planning and Financial Management**

**Final Narrative:**

**Planning and Financial Management**

**To be completed no later than 60 days after the project ending date as part of final report requirements.**

**Criteria**

3.. Are position responsibilities, including planning and supervisory duties stated in terms of general goal statements? Yes: <input type="radio"/> No: <input type="radio"/>
3.. Does each goal statement incorporate clear, specific and measurable objectives that are provided for one year? Yes: <input type="radio"/> No: <input type="radio"/>

**PART 2 - DUTIES AND RESPONSIBILITIES OF THE LIAISON**

**4. Assessment and Evaluation**

**Final Narrative:**

**Assessment and Evaluation**

**To be completed no later than 60 days after the project ending date as part of final report requirements.**

**Criteria**

4.. Are position responsibilities, including planning and supervisory duties stated in terms of general goal statements? Yes: <input type="radio"/> No: <input type="radio"/>
4.. Does each goal statement incorporate clear, specific and measurable objectives that are provided for one year? Yes: <input type="radio"/> No: <input type="radio"/>

**PART 2 - DUTIES AND RESPONSIBILITIES OF THE LIAISON**

**5. Personnel Supervision**

**Final Narrative: Personnel Supervision**

**Criteria**

5.. Are position responsibilities, including planning and supervisory duties stated in terms of general goal statements? Yes: <input type="radio"/> No: <input type="radio"/>
5.. Does each goal statement incorporate clear, specific and measurable objectives that are provided for one year? Yes: <input type="radio"/> No: <input type="radio"/>

**PART 2 - DUTIES AND RESPONSIBILITIES OF THE LIAISON**

**6. Professional Development Coordination**

**Final Narrative: Professional Development Coordination**

**Criteria**

6.. Are position responsibilities, including planning and supervisory duties stated in terms of general goal statements? Yes: <input type="radio"/> No: <input type="radio"/>
6.. Does each goal statement incorporate clear, specific and measurable objectives that are provided for one year? Yes: <input type="radio"/> No: <input type="radio"/>

**PART 2 - DUTIES AND RESPONSIBILITIES OF THE LIAISON**

**7. Curriculum Development Coordination**

**Final Narrative: Curriculum Development Coordination**

**Criteria**

7.. Are position responsibilities, including planning and supervisory duties stated in terms of general goal statements?  
 Yes:  No:

7.. Does each goal statement incorporate clear, specific and measurable objectives that are provided for one year?  
 Yes:  No:

**PART 3 - BUDGET**

Travel Related Items		Proposed Budget	Final Expenditures
<input type="text" value="0"/>	MILES (Mileage @ 40 Cents Per Mile)	<input type="text" value="0"/>	<input type="text" value="0"/>
<input type="text" value="0"/>	MILES (Mileage @ 40 Cents Per Mile)	<input type="text" value="0"/>	<input type="text" value="0"/>
Other Travel Expenditures (Public Transportation, Lodging, Meals) You do NOT need to submit Receipts.		<input type="text" value=""/>	<input type="text" value=""/>
Total Travel Expenditures		\$ NaN	\$ NaN
Total Reimbursable Travel Expenditures (50% of Travel Expenditures)		\$ NaN	\$ NaN

**Criteria**

1.. Is the mileage data reasonable?  
 Yes:  No:

1.. Are the travel expenses reasonable?  
 Yes:  No:

**PART 3 - BUDGET**

Items		Proposed Budget	Final Expenditures
<input type="checkbox"/> I certify that 50% of the Local Administrators annual salary and benefits totals to more than \$17,000.	Stipend Amount	<input type="text" value="0"/>	<input type="text" value="0"/>
Total Reimbursable Travel Expenditures (Calculated in Question 1)		3444	3400
TOTAL REIMBURSABLE EXPENDITURE AMOUNT (This amount must match the Dept. of Education Share of Expenditures reported in Part 2 of the DS-4044 Final Expenditure Report)		\$ 3444	\$ 3400

**Criteria**

2.. Has the Local Administrator's salary level been certified?  
 Yes:  No:

**PART 3 - BUDGET**

**3. President Certification**

3. (Check box to certify President has signed/dated the application) -

**Criteria**

<p>3.. Was the President Certification received?</p> <p style="text-align: center;">Yes: <input type="radio"/> No: <input type="radio"/></p>
--

**PART 4 - FINAL REPORTS**

**1. Meeting Log**

download the form here

URL

Upload

**is attached**

Current File: Upload

**has been faxed on this date**

Upload

**has been mailed on this date**

Upload

**Criteria**

<p>Has the meeting log been submitted?</p> <p style="text-align: center;">Yes: <input type="radio"/> No: <input type="radio"/></p>
--

**PART 4 - FINAL REPORTS**

**2a. FINAL BUDGET**

**Expenditures on the Final Budget must reconcile with those reported on the DS-4044 Final Expenditure Report that is completed and submitted by your business office.**

2a. (Check box to acknowledge completion) -

**2b. MEETING LOG**

2b. (Check box to acknowledge completion) -

**2c. FINAL NARRATIVE**

2c. (Check box to acknowledge completion) -

**2d. PRESIDENT FINAL REPORT CERTIFICATION**

**This certification may either be mailed to the address on the form or faxed to 517.373.2759**

2d. (Check box to acknowledge President has signed/dated the Final Report Certification) -

**2e. FINAL EXPENDITURE REPORT - MEIS (FORM DS-4044)**

This report is required to be submitted for project close out no later than 60 days after the project year ends, or August 30. The form is available on the Michigan Department of Education MEIS web site at <http://www.michigan.gov/meis>.  
**NOTE: Grant funds cannot be encumbered after the project ending date of June 30. All encumbered funds must be spent by August 31.**

2e. (Check box to acknowledge submission of DS-4044) -

**2f. ASSURANCE**

**I assure that all federal funds were expended and/or encumbered during the grant period per the approved budget.**

2f. (Check box to verify) -

**Criteria**

2a.. Has The Final Budget been completed?

Yes:  No:

2b.. Has the meeting log been completed?

Yes:  No:

2c.. Have the final narratives been completed?

Yes:  No:

2d.. Has the assurance been checked and the Presidents final certification received?

Yes:  No:

2e.. Has the DS-4044 Final Expenditure Report been received?

Yes:  No:



## CCSU Applications

Activities will be sponsored by the Michigan Department of Labor & Economic Growth to encourage community colleges to cooperatively plan for new occupations in high technology and emerging occupational areas. The Department will provide grants to eligible community colleges to assist in accomplishing the approved objectives of the project.

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2005-06 PERKINS  
CURRICULUM DEVELOPMENT (CONSORTIUM) APPLICATION

# VTCC Applications: Consortium - TECH (TBD/921016) 2005-06

## PART 1 - PROJECT INFORMATION

### 1. Project Name

### 2. Project Dates

#### Criteria

1.. Project Name Addressed	Yes: <input type="radio"/>	No: <input type="radio"/>
2.. Project Dates Addressed	Yes: <input type="radio"/>	No: <input type="radio"/>

## PART 1 - PROJECT INFORMATION

### 2. Demonstrated Need

#### Criteria

2.. Demonstrated Need Addressed	Yes: <input type="radio"/>	No: <input type="radio"/>
---------------------------------	----------------------------	---------------------------

## PART 1 - PROJECT INFORMATION

### 3. Plan Of Operation

#### Criteria

3.. Plan Of Operation Addressed	Yes: <input type="radio"/>	No: <input type="radio"/>
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## PART 1 - PROJECT INFORMATION

### 4. Qualifications Of Key Personnel

#### Criteria

4.. Qualifications Of Key Personnel Addressed	Yes: <input type="radio"/>	No: <input type="radio"/>
---	----------------------------	---------------------------

## PART 1 - PROJECT INFORMATION



948	0	0	0	0	0	0	0	0	0	0
949	0	0	0	0	0	0	0	0	0	0
951	0	0	0	0	0	0	0	0	0	0
952	0	0	0	0	0	0	0	0	0	0
953	0	0	0	0	0	0	0	0	0	0
954	0	0	0	0	0	0	0	0	0	0
955	0	0	0	0	0	0	0	0	0	0
956	0	0	0	0	0	0	0	0	0	0
957	0	0	0	0	0	0	0	0	0	0
958	0	0	0	0	0	0	0	0	0	0
959	0	0	0	0	0	0	0	0	0	0
960	0	0	0	0	0	0	0	0	0	0
961	0	0	0	0	0	0	0	0	0	0
962	0	0	0	0	0	0	0	0	0	0
963	0	0	0	0	0	0	0	0	0	0
964	0	0	0	0	0	0	0	0	0	0
965	0	0	0	0	0	0	0	0	0	0

<b>Subtotals:</b>	0	0	0	0	0	0	0	0	0	0
950							8% Indirect Costs	0	0	
								0	0	0

**Criteria**

. Has the budget been addressed?  <div style="text-align: center;">             Yes: <input checked="" type="radio"/>    No: <input checked="" type="radio"/> </div>
--

**PART 3 - FINAL REPORTS**

**1a. Final Narrative**

Final narratives are required to be completed and submitted no later than 60 days after the project ending date indicated in the grant award letter.

1a. (Check box to acknowledge completed) -

**1b. DS-4044 Final Expenditure Report - MEIS**

This report is required to be submitted for project close out no later than 60 days after the project ending date indicated in the grant award letter. This report is available on the Michigan Department of Education MEIS web site at <http://www.meis.mde.state.mi.us>. NOTE: Grant funds cannot be encumbered after the project ending date. All encumbered funds must be spent by August 30.

1b. (Check box to acknowledge submission of DS-4044) -

**1c. Assurance**

I assure that all federal funds were expended and/or encumbered during the grant period per the approved budget.

1c. (Check box to verify) -

**Criteria**

<p>Have the requirements for the final report been addressed?</p> <p>Yes: <input type="radio"/> No: <input type="radio"/></p>
---



## **CCSU Applications**

Fast Track grants are not used for general education, but rather to provide professional development to enhance instructor knowledge of specific changes in the occupation, thereby enabling modification in the course(s) so as to incorporate the specific changes. Professional development activities may also be available in the Annual Application under Function Code 914.

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2005-06 PERKINS  
PROFESSIONAL DEVELOPMENT: FAST TRACK APPLICATION

# ACC Applications: Fast Track - PD (6029-1/ACC/10-11r/10-14a/1-16~21/120016) 2005-06

## PART 1 - Program Endorsement

1a. Specific Event Title:

1b. Event Dates

1c. Participant Name(s):

1d. City and State of Event:

### Criteria

. Has this question been properly addressed?

Yes:  No:

## PART 1 - Program Endorsement

2. Submission of program flyer verifying program registration fee and agenda - URL, uploaded (pdf/doc), Program Flyer Mailed or Program Flyer Faxed

URL

Date1

is attached

Current File: Date1

has been faxed on this date

Date1

has been mailed on this date

Date1

### Criteria

. Has this question been properly addressed?

Yes:  No:

## PART 1 - Program Endorsement

3a. State Approved CIP Code(s):

3b. Course(s) Title(s):

### Criteria

3. Have the correct CIP codes and course titles been selected

Yes:  No:

**PART 1 - Program Endorsement**

**4 Identify the occupational skills and knowledge that are to be acquired by faculty in order to become updated in the occupation:**

**Final Narrative: Describe how the occupational skills and knowledge of faculty were acquired/updated as a result of this activity.**

**Criteria**

1.. List of the occupational skills and knowledge to be acquired by faculty in order to become updated in the occupation provided. Yes: <input type="radio"/> No: <input type="radio"/>
2.. Skills relate to the purpose of revising the curriculum. Yes: <input type="radio"/> No: <input type="radio"/>
3.. Majority of the conference sessions relate directly to curriculum revision. Yes: <input type="radio"/> No: <input type="radio"/>

**PART 1 - Program Endorsement**

**5. The following are the changes that will occur in the course(s) as a result of the Fast Track activities:**

**Final Narrative: List the actual changes that occurred in the course(s) as a result of the Fast Track. How was the curriculum actually revised, updated, etc., as a result of this professional development activity?**

**Criteria**

1.. List provided of the changes that will in the course(s) as a result of the Fast Track activity. Yes: <input type="radio"/> No: <input type="radio"/>
---

**PART 1 - Program Endorsement**

**6. What changes are anticipated to benefit students as a result of the above course changes?**

**Final Narrative: What changes were realized to benefit students as a result of the above course changes?**

**Criteria**

1.. List of anticipated benefits to students as a result of curriculum changes Yes: <input type="radio"/> No: <input type="radio"/>
--

**PART 1 - Program Endorsement**

**7. How will the intent and results of this Fast Track activity, including how it benefits students, be assessed for success as described above?**

**Final Narrative: As a result of your evaluation, describe the value and impact the Fast Track activity had upon the students taking the course(s).**

**Criteria**

- 1.. College identify a method of assessing results of this activity.  
 Yes:  No:
- 2.. College identify how they will assure that students will benefit from the Fast Track activity.  
 Yes:  No:

**PART 2 - Program Budget**

Code	Salary	Benefits	Purchase Services	Supplies Materials	Capital Outlay	Other	Total	Budgeted Federal Funds	Expended Federal Funds
945	0	0	0	0	0	0	0	0	0
946	0	0	0	0	0	0	0	0	0
947	0	0	0	0	0	0	0	0	0
948	0	0	0	0	0	0	0	0	0

**Criteria**

- 1.. Includes allowable expenses only.  
 Yes:  No:
- 2.. Accurately reflect the college's 50% local match.  
 Yes:  No:
- 3.. consistent with published vendor information.  
 Yes:  No:

**PART 3 - Submission Approval**

1. For submission approval, this application must include the following:

- a. State approved program by CIP number and title, course title, participant names, event title location and date, benefits.
- b. a copy of the event vendor brochure or other vendor documentation that describes the planned event and includes dates, location and costs for salaries, purchased services, materials and supplies.
- c. a budget that assures only allowable expenses.
- d. specific occupational skills to be acquired by faculty members.
- e. registration fee included and amount highlighted.
- f. an evaluation plan.

The application has been reviewed and is endorsed by the Occupational Contact Person

Yes:  No:

**Criteria**

- 1.. The application has been reviewed and is endorsed by the Occupational Contact Person  
 Yes:  No:

**PART 4 - Final Report**

**1a. Final Program Budget**

1a. (Check box to acknowledge completed) -

**1b. Final Program Narratives**

1b. (Check box to acknowledge completed) -

**1c. Occupational Contact Person Certification**

**I certify the Final Report information is accurate and complete.**

1c. (Check box to acknowledge certification) -

**1e. Assurances**

**I assure that all federal funds were expended and/or encumbered during the grant period per the approved budget. In addition I assure the college will provide evidence upon request assuring compliance with the federal assurance regarding Certification Debarment, Supervision, Ineligibility, and Voluntary Exclusion - Lower Tier Covered Transactions. The prospective lower tier participant (i.e. the college) certifies by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any federal department or agency. Where the prospective lower tier participant is unable to certify to any of these statements in this certification, such prospective participant shall attach an explanation to this proposal.**

1e. (Check box to verify) -

**Criteria**

1. Have the requirements for the final report been addressed?

Yes:  No: